THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Academic Catalog 2007-2008

Where learning gets personal

Welcome from the Chancellor

We are delighted that you are taking the time to review our academic Catalog. The University of North Carolina at Pembroke has a long and distinguished history of providing a high quality education with the personal touch. This Catalog acquaints you with the many excellent academic programs available at the University. However, I should note that this University is much more than academic programs.

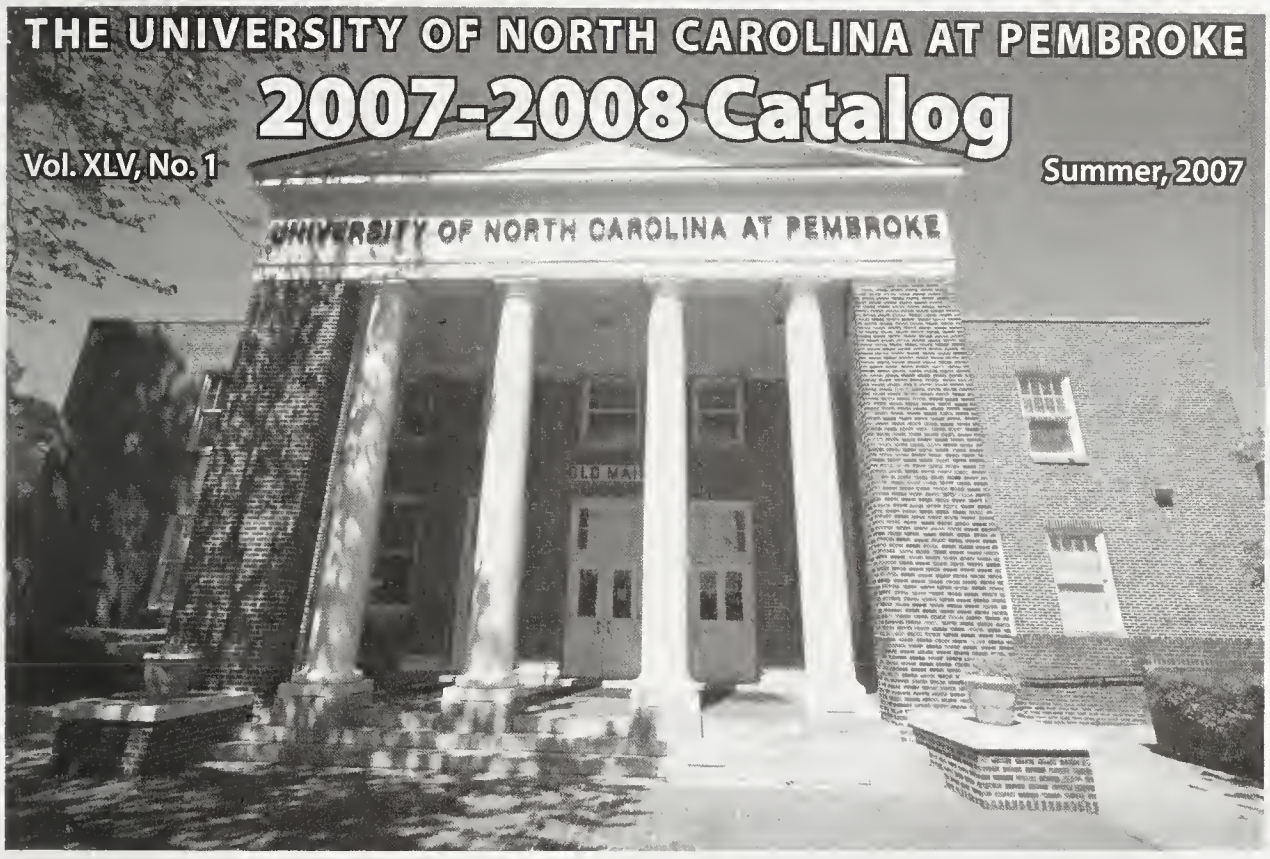
Our out-of-class experiences, including social clubs, athletics, intramural sports, cultural events, community service, student government, and countless other activities bring the entire college experience to life. We encourage you to explore all the opportunities that The University of North Carolina at Pembroke has to offer.

If you have any questions, please give the appropriate office a call. I encourage you to visit our Website at www.uncp.edu.

Sincerely,

Allen C. Meadors, Ph.D., FACHE
Chancellor

AN EQUAL OPPORTUNITY EMPLOYER



PHONE NUMBERS (Campus Switchboard) .....(910) 521-6000

Academic Records and Transcripts.....521-6788
Admissions.....521-6262
Bookstore 521-6222
Career Services Center.....521-6270
Center for Academic Excellence 521-6625
College of Arts and Sciences.....521-6198
Continuing Education and Distance Education 521-6367
Counseling and Testing Center 521-6202
Financial Aid (Scholarships, Grants, Loans, Work-Study) 521-6255
Graduate Programs in Public Administration 521-6637
Graduate Programs in Education 521-6221
Graduate Program in Service Agency Counseling 521-6240
Housing.....521-6228
Police and Public Safety 521-6235
Registration 521-6298
School of Business.....521-6214
School of Education 521-6221
School of Graduate Studies 521-6271
Student Affairs 521-6226
Student Life 521-6207
Summer School.....521-6224
Tuition, Fees, and Student Accounts 521-6329
University Computing 521-6260

For additional phone numbers and Web addresses, visit www.uncp.edu/

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

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This catalog provides the basic information you will need about The University of North Carolina at Pembroke. It includes our history and current goals, admissions standards and requirements, tuition and other costs, sources of financial aid, and rules and regulations that govern student life. This catalog also describes our student organizations and other activities on the campus, lists courses and programs by department, and contains the name, rank, and educational background of each full-time faculty member.

UNC Pembroke is one of sixteen universities in North Carolina that comprise The University of North Carolina. UNCP has a thirteen-member Board of Trustees and, like the other institutions of The University of North Carolina, is subject to the governing regulations of The Board of Governors of The University of North Carolina.

UNC Pembroke supports the protections available to members of its community under all applicable Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.

UNC Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or disability or because of the individual's honorable service in the Armed Services of the United States. Moreover, UNCP is open to people of all races and actively seeks to promote diversity by recruiting and enrolling American Indian, Black, Asian, and Hispanic students.

UNC Pembroke reserves the right to change without notice any fee, provision, offering, or requirement in this catalog, and to determine whether a student has satisfactorily met the requirements for admission or graduation.

The University of North Carolina at Pembroke is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone 404-679-4501) to award Baccalaureate and Master's level degrees.

UNC Pembroke is also accredited by or is a member of:

The North Carolina Association of Colleges and Universities
The National Council for Accreditation of Teacher Education
The National Association of Schools of Music
The American Association of Colleges for Teacher Education
The American Council on Education
The North Carolina Criminal Justice Education and Training Standards Commission
The North Carolina State Board of Education
The American Association of State Colleges and Universities
The Council on Social Work Education
The National Association of Schools of Public Affairs and Administration
The American Chemical Society
The Commission on Collegiate Nursing Education
The Commission on Accreditation of Athletic Training Education

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THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

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MISSION OF THE UNIVERSITY

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, at the graduate and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

VISION STATEMENT

The University of North Carolina at Pembroke will challenge students to embrace difference and adapt to change, think critically, communicate effectively, and become responsible citizens. Working from a strong foundation in the liberal arts, we will increase opportunities to infuse our curriculum with interdisciplinary innovation while promoting undergraduate and graduate research as well as international opportunities.

CORE VALUES STATEMENT

The faculty and staff of UNC Pembroke are guided by the following set of core values:

1) The commitment to serving the local region
2) The creation, exploration, evaluation, and articulation of ideas
3) The value of a liberal arts foundation as the basis of self-realization and lifelong learning
4) The importance of honor and integrity to learning and leadership as we educate students to be stewards of the world
5) The appreciation of the American Indian history of the university and local community
6) The appreciation of diversity and respect for the dignity and worth of every individual
7) The commitment to prepare graduate and undergraduate students to succeed in an ever-changing and increasingly technological global environment
8) The accessibility of education which leads to the enhancement of the economy and culture in the region
9) The maintenance of a sustainable, safe, healthful, attractive, and accessible campus

INSTITUTIONAL DISTINCTIVENESS STATEMENT

The University of North Carolina at Pembroke distinguishes itself from peer institutions by offering an affordable, highly personalized, student-centered education to diverse students. Founded in 1887 as an American Indian institution to serve the Lumbee people, UNCP is now also comprised

of students, faculty, and staff who possess differing attributes based on race, ethnicity, gender, sexual orientation, disability status, national origin, age, political affiliation, religion, and other characteristics. Diversity grounds intellectual pursuits and provides us with opportunities for discovery and ways to integrate all individuals and groups into the larger community, respecting and valuing their uniqueness while simultaneously advancing the University's historical tradition. UNC Pembroke thus prepares its students for life and leadership within a diverse society.

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

On March 7, 1887, the General Assembly of North Carolina enacted legislation sponsored by Representative Hamilton McMillan of Robeson County creating the Croatan Normal School. The law, which was in response to a petition from the Indian people of the area, established a Board of Trustees and appropriated five hundred dollars to be used only for salaries. A building was constructed by the local people at a site about one mile west of the present location, and the school opened with fifteen students and one teacher in the fall of 1887. For many years the instruction was at the elementary and secondary level, and the first diploma was awarded in 1905.

The school was moved to its present location in Pembroke, the center of the Indian community, in 1909. The General Assembly changed the name of the institution in 1911 to the Indian Normal School of Robeson County, and again in 1913 to the Cherokee Indian Normal School of Robeson County. In 1926 the Board of Trustees added a two-year normal program beyond high school and phased out elementary instruction. The first ten diplomas were awarded in 1928, when the state accredited the school as a "standard normal school."

Additional college classes were offered beginning in 1931, and in 1939 a fourth year was added with the first degrees conferred in 1940. In recognition of its new status, the General Assembly changed the name of the school in 1941 to Pembroke State College for Indians. Until 1953 it was the only state-supported four-year college for Indians in the nation. The scope of the institution was widened in 1942 when non-teaching baccalaureate degrees were added, and in 1945 when enrollment, previously limited to the Indians of Robeson County, was opened to people from all federally-recognized Indian groups. A few years later, in 1949, the General Assembly shortened the name to Pembroke State College.

The Board of Trustees approved the admission of White students up to forty percent of the total enrollment in 1953 and, following the Supreme Court's school desegregation decision, opened the College to all qualified applicants without regard to race in 1954. Growth of over five hundred percent followed during the next eight years. In 1969 the General Assembly changed the name again to Pembroke State University and made the institution a regional university. Such universities were authorized "to provide undergraduate and graduate instruction in liberal arts, fine arts, and science, and in the learned professions, including teaching" and to "provide other graduate and undergraduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State."

Three years later, in 1972, the General Assembly established the sixteen-campus University of North Carolina with Pembroke State University as one of the constituent institutions. The new structure was under the control of the Board of Governors, which was to coordinate the system of higher education, improve its quality, and encourage economical use of the state's resources. The Board of Governors approved the implementation of master's programs in professional education by Pembroke State University in 1978, as well as several new undergraduate programs. Since that time additional baccalaureate programs have been added, including nursing, and master's level programs have been implemented in Business Administration, Public Administration, School Counseling, and Service Agency Counseling.

The University of North Carolina at Pembroke celebrated its centennial in 1987. On July 1, 1996, Pembroke State University officially became The University of North Carolina at Pembroke.

In 2000, a major in applied physics and four new master of arts programs were added. An office of International Programs and a University Honors College were also instituted to enhance schol-

arship. Since then, the University has added new baccalaureate programs, including Spanish and environmental science, as well as new graduate degrees, including the Master of School Administration (M.S.A.) and the Master of Arts in Teaching (M.A.T.). Many classes at the undergraduate and graduate levels are available through distance learning, including the Internet.

THE CAMPUS

The University of North Carolina at Pembroke occupies 126 acres along the western edge of the town of Pembroke in Robeson County, North Carolina. It is easily accessible by automobile, ten miles from Interstate 95 and two miles from U.S. 74. Commercial airline service is available at the Fayetteville Municipal Airport, Grannis Field, and at the Southern Pines/Pinehurst Airport, each 40 miles from the campus. A **map of the University campus** appears on page 504 and is also available on the University website at www.uncp.edu/map.

The main entrance is on Odum Road, which runs north from NC 711. Here **Lumbee Hall** (1995) houses the Chancellor's Office and the Offices of Academic Affairs, Graduate Studies, Business Affairs, Student Affairs, Enrollment Management, and Advancement, as well as Admissions (undergraduate and graduate), the Registrar, Financial Aid, the Controller, Institutional Research, Legal Services (University Attorney), and Alumni Relations.

Also on the north end of campus are the **Walter J. Pinchbeck Maintenance Building** (2004), named for a UNCP superintendent of buildings and grounds, which houses offices and garage facilities for university vehicles; the **Outdoor Education Center**; the **LRA Softball Field**; the **Cox Baseball Field**; the **ROTC Building**; **Sampson Hall** (2007), named for Oscar R. Sampson, a Chair of the UNCP Board of Trustees, which houses the Departments of Psychology and Counseling and Sociology and Criminal Justice; and the **Adolph L. Dial Humanities Building** (1980), named for a professor of American Indian history, which houses the Departments of English, Theatre, and Languages and History, as well as the University Writing Center, a computer lab, an oral language lab, a lecture theatre, and the English Resource Center. The **English E. Jones Health and Physical Education Center** (1972, 2005), named for a UNCP Chancellor, houses the Department of Health, Physical Education, and Recreation and has two gymnasiums, a natatorium with a swimming pool and diving tank, a wellness center, a physiology laboratory, and a small lecture hall. The **Givens Performing Arts Center** (1975), named for UNCP Chancellor Paul R. Givens, houses the Theatre Arts program and provides an amphitheater-style auditorium for an audience of 1700.

In the center of campus, the **Business Administration Building** (1969) houses the School of Business and the Department of Political Science and Public Administration, a computer lab, and the Interactive Video Facility. The **Education Center** (1976) houses the School of Education, the Office of University-School Programs, the Teacher Education Licensure Office, the Teaching Fellows Program, curriculum and computer labs for Education majors, and the Department of Philosophy and Religion. The Nursing Department is housed in the **Nursing Building** (1965, 1987).

Also centrally located are university facilities. In the **James B. Chavis University Center** (1987), named for a Vice Chancellor of Student Affairs, the lower level houses the Information Booth, cafeteria, snack bar, a bowling alley, TV/games areas, and student and faculty lounges; on the second floor are a Commuter Lounge, the Counseling and Testing Center, Career Services Center, Student Activities Office, and Student Government offices. The **University Center Annex** (2007) includes three conference rooms, a multi-purpose ballroom with two dressing rooms and a catering kitchen, and the offices of Housing/Residence Life, the *Indianhead* yearbook, and *The Aurochs* literary magazine. The **D. F. Lowry Building** (1965), named after the first graduate of the Indian Normal School, contains the Department of Social Work, the College Opportunity Program, Upward Bound, Student Support Programs, Disability Support Services, and a study room. **Student Health Services** (1967) has examination and treatment rooms and 22 inpatient beds. The **Business Services Building** (1977, 2006) receives deliveries and houses the University Bookstore, the Campus Post Office, the Braves Card office, the Print Shop, and the Office of Purchasing Services, as well as Receiving and Central Stores; the office of Police and Public Safety is located on the side of the building, across from Oak Hall. The **Irwin Belk Complex** (2002) includes a stadium for football, soccer, and track and field and

other athletic facilities; adjacent to it is the **Bob Caton Field House** (2007). The **West Office Building** (2001) houses the Office of Distance Education; adjacent to it are the **Dogwood Office Building**, which houses the Center for Sponsored Research and Programs and the Family Life Center, and the **International House**, home of the Office of International Programs.

The south of campus is a quadrangle with a pond and amphitheater, a bell tower, and a gazebo. **Locklear Hall** (1950), named for Robeson County educator Anderson Locklear, houses a gallery, classrooms, and studios of the Art Department. **Moore Hall** (1951), named for Rev. W. L. Moore, the first teacher at the Indian Normal School, contains the Music Department classrooms, auditorium, library, and studios, as well as an annex with practice rooms and facilities for the university band and chorus. **Jacobs Hall** (1961), named for Board of Trustees chair Rev. L. W. Jacobs, houses the Center for Academic Excellence, the Center for Adult Learners, the Media Center, the office of University and Community Relations, and other offices.

To the south of the quadrangle, on NC 711, is the **Mary Livermore Library** (1967, 1997), named after a religion professor. The library provides access to approximately 350,000 volumes, 24,000 periodical titles (print and electronic), the University Archives, and a depository for U.S. government documents, as well as extensive electronic resources. Next door is historic **Old Main** (1923, restored 1979). Its first floor houses the Multicultural Center, the Center for Leadership and Service, the television station (WNCP-TV), and the Native American Resource Center. On the second floor are the offices of the College of Arts and Sciences; the Departments of American Indian Studies, Geology and Geography, and Mass Communication; the Teaching and Learning Center; the Esther G. Maynor Honors College; and the student newspaper, *The Pine Needle*. The **Herbert G. Oxendine Science Building** (1967, 2004), named for an Academic Dean, provides classrooms, laboratories, computer labs, and offices for the departments of Biology, Chemistry and Physics, and Mathematics and Computer Science. An addition houses the Office of University Computing and Information Services.

Most residence halls for students are located near the center of campus. In addition to **Pine Hall** (2000) and **Oak Hall** (2007), the two coeducational dormitories, there are two women's dormitories, **Mary Irwin Belk Hall** (1970) and **North Hall** (1972), and two men's dormitories: **Wellons Hall** (1965), named for university President Ralph D. Wellons, and **West Hall** (1965). The **University Village Apartments** (2003) are at the north end of the campus. The **Chancellor's Residence** (1952, 1999) is located on the southwestern edge of the campus.

The **Regional Center for Economic, Community, and Professional Development** is located off campus at the Carolina Commerce and Technology Center (COMTech) on Livermore Drive.

ACADEMIC CALENDAR 2007-2008*

FALL SEMESTER 2007

August 10, Friday	Course registrations will be canceled for undergraduate students who registered early and have not paid.
August 13-14, Mon. - Tues.	Undergraduate and graduate registration
August 14, Tuesday	On-campus student housing opens
	5 p.m. - Payment due for all registered students
	Last day to cancel classes with 100% refund
August 15, Wednesday	Undergraduate and Graduate classes begin
August 20, Monday	Late registration fee applies
August 21, Tuesday	Last day to register for a class
	Last day to reduce course load and receive a refund
	Last day to drop on the Web
August 22, Wednesday	Drops processed in the Office of the Registrar
August 28, Tuesday	Census date
September 3, Monday	**Holiday (Labor Day)**
September 14, Friday	Deadline for immunizations
October 12, Friday	Last day for prorated tuition/fee refund for students withdrawing from the university
October 15, Monday	12 noon - Mid-semester undergraduate grades due
October 18-20, Thur.-Sat.	**Mid-Semester break**
October 22, Monday	Classes resume
	Last day for undergraduates to drop a course with a "W" grade
October 24, Wednesday	**Department Majors Meeting**
October 24-5, Wed.-Thur.	Grad Finale
October 25, Thursday	**Early Registration for Spring 2008 begins**
November 21, Wednesday	Last day for undergraduates to withdraw from the University
November 21-23, Wed.-Fri.	**Holidays (Thanksgiving)**
November 30, Friday	Classes end
December 3-7, Mon. -Fri.	**Final examinations**
December 7, Friday	5 p.m. - All residence halls close
December 8, Saturday	**10 a.m. - Winter commencement**
December 10, Monday	12 noon - Final grades due

*NOTE: The University reserves the right to make any necessary changes in the academic calendar. Updated information on the academic calendar is available through the Registrar's Office on the University Website: **www.uncp.edu/registrar/acad_info**

SPRING SEMESTER 2008

January 2, Wednesday	5 p.m. - Course registrations will be canceled for all students who registered early and have not paid
January 3-4, Thurs. - Fri.	8 a.m. - Undergraduate and graduate registration
January 4, Friday	5 p.m. - Payment due for all registered students
January 6, Sunday	All residence halls open
January 7, Monday	**Classes begin**
January 7-11, Mon. - Fri.	Drop/Add (online)
January 10, Thursday	8 a.m. - Late registration fee applies
January 11, Friday	5 p.m. - Last day to reduce course load and receive a refund
	5 p.m. - Last day for undergraduates to register or add a class
January 18, Friday	Census date
January 21, Monday	**Holiday (Martin Luther King, Jr. Day)**
February 5, Tuesday	Deadline for immunizations
March 3-8, Mon. - Sat.	**Spring Break**
March 3, Monday	12 noon - Mid-semester undergraduates grades due
March 5, Wednesday	Last day for prorated refunds for students withdrawing from the University
March 10, Monday	8 a.m. - Classes resume
March 12-13, Wed.-Thur.	Grad Finale
March 17, Monday	Last day for undergraduates to drop a class with a "W" grade
March 21, Friday	**Holiday (Good Friday)**
March 26, Wednesday	Department Majors Meeting
March 31, Monday	**Early Registration for Summer and Fall 2008 begins**
April 11, Friday	Last day to for undergraduates to withdraw from the University with documentation
April 26, Saturday	Classes end
Apr. 28-May 2, Mon.-Fri.	**Final examinations**
May 2, Friday	5 p.m. - All residence halls close
May 3, Saturday	10 a.m. - Spring commencement
May 5, Monday	12 noon - Final grades due

2008 SUMMER SESSION

Each summer, the University offers one three-week intense pre-session (Maymester), two five-week regular sessions, and two three-week intrasessions. A detailed schedule was not available when this catalog went to press.

ACADEMIC SERVICES AND FACILITIES

Summer School

Through the Office of Academic Affairs in Lumbee Hall, the University offers a three-week MayMester, two five-week terms, and two three-week intra-sessions. Special workshops and institutes enrich the regular summer program, and visiting specialists augment the regular faculty when the need arises.

Through many curricular and extra-curricular activities, the summer session provides special opportunities for teachers and others who are free for summer study. Many courses and workshops are open to individuals not seeking a university degree but interested in gaining personal or professional knowledge.

A student entering the University of North Carolina at Pembroke for the first time as a beginning freshman, a transfer student, or a student who is returning to the University after an absence of one semester or more must meet all requirements for admission.

Transient students—students who are regularly enrolled at another institution of higher education and who wish to take courses at UNC Pembroke during the Summer Session for transfer to their home institution—must submit a form available from the Registrar's Office. This form must show that they are in good standing at their home institution and have their Dean's or Registrar's permission to enroll at UNCP. Admission to the Summer Session does not constitute admission to the University.

In-service teachers who wish to attend the Summer Session for license renewal or other purposes must submit an application. The application form and Summer Session Catalog may be obtained from the Academic Affairs Office.

Continuing Education

Evening Classes: Through the Office of Continuing Education and Distance Education in the D.F. Lowry Building, UNCP offers a number of evening classes for individuals who wish to earn degrees as full-time or part-time students.* Degree-seeking students should contact the department chair for assistance in working out plans to fulfill degree requirements.

**All requirements for the B.S. degree in Business Administration, with a track in Management, may be completed while attending only evening classes. (See School of Business.)*

Students admitted for degree-credit course work in the evening must meet minimum University requirements for admission. Applicants meeting minimum University requirements will be admitted as special, part-time, or regular students (see Admissions).

Extension Courses: Extension instruction leads to earned credit toward a degree offered at UNCP but is offered outside the regular session.

Distance Education Programs*: UNCP offers one graduate and four undergraduate degree programs at Richmond Community College in Hamlet, N.C.; two graduate and two undergraduate programs at Sandhills Community College in Pinehurst, N.C.; and one undergraduate program at Fayetteville Technical Community College in Fayetteville, N.C. All formal education requirements, including residence requirements, may be fulfilled at each campus. Internet-based programs include the B. S. in Business Administration with a concentration in Management for graduates of accredited two-year institutions or those with 60 hours of undergraduate credit. The Masters in Public Administration (MPA) is also available in an on-line format. Both programs can be completed entirely through the Internet under the auspices of the respective faculties. Contact the department chairs for current information about these programs.

Distance Education Courses*: Distance Education Courses lead to earned credit at the university. Courses are offered in a number of off-campus locations, including Sandhills Community College in Pinehurst, Richmond Community College in Hamlet, Fayetteville Technical Community College in Fayetteville, Robeson Community College in Lumberton, South Piedmont Community College in Monroe, Sourheastern Community College in Whiteville, and Bladen Community Col-

lege in Elizabethtown. A number of courses in the School of Education, the School of Business, and the College of Arts and Sciences are also available via the Internet. Contact the respective department chairs or call the office of Continuing Education and Distance Education (910-521-6352) for further information.

** All students seeking degree credit through distance education must meet the minimum requirements for university admission.*

Short Courses, Institutes, and Conferences: See Regional Center for Economic, Community, and Professional Development on page 18.

Mary Livermore and Other Library Services

Named for a former UNCP Dean of Women and Professor of Religious Education, the Mary Livermore Library serves as the chief information resource center for the Pembroke campus and also as a link with other libraries within The University of North Carolina and the world.

Providing approximately 350,000 volumes and 24,000 periodical subscriptions (print and electronic), the Livermore Library serves as a depository for selected state and federal documents and houses local history materials, including the Charlie Rose Archival Collection. Library patrons are offered services which include reference and information consultation and assistance, assistance with computerized database searching, interlibrary loan, orientation tours, and library use instruction.

Resources available to patrons include print materials for research and recreational reading; print and on-line databases; a computerized catalog; Internet access; microform and photo copiers; typing and study facilities; a computer laboratory; and multimedia equipment and materials.

The resources are available to patrons 102 hours a week during academic sessions, with extended hours during fall and spring exam periods, and on a reduced schedule during summer, holiday, and between-session time periods. For information concerning services and hours, please phone the circulation desk at (910) 521-6516.

Specialized libraries, featuring resources appropriate to particular programs and departments, are found in several locations. In the Educational Center, the Department of Education maintains a Curriculum Laboratory and a Test Review Resource Center. Moore Hall houses a Music Resource Center featuring recordings, scores, and listening facilities.

University Computing and Information Services

The Office of University Computing and Information Services provides the technical resources necessary to meet the University's mission of teaching, research, and service. The office operates a campus-wide network with a 2Gb fiber backbone and a 1 Gb connection to the North Carolina Research and Education Network (NC-REN). NC-REN provides access to the Internet and Internet2. All buildings have LAN access and dedicated 10 or 100Mb desktop connections. ResNet connections are available in each dorm room, and CommuterNet is available in selected areas of the Chavis University Center and the Mary Livermore Library. The office also supports the campus voice network with dual Cisco MCS 7835 call managers and an Octel 250 voice mail system.

To facilitate campus computing, UCIS operates dual Sun e450 Enterprise servers and four Sun e250 Enterprise servers. Administrative computing applications are supported by clustered Sun 490 and 280R servers, mirrored Compaq Alphaserver DS20s, and a Compaq Alphaserver 800. Additional resources include Novell Netware 5.1 file and print servers as well as several Windows 2000/2003 and Linux application servers.

The office provides traditional and computer-based training for faculty, staff, and students. Individual support is available to faculty or staff, and faculty may request workshops tailored to the needs of specific classes. University Computing provides technical support for over 56 microcomputer labs and directly supervises the Livermore Library lab. Help Desk assistance is available during normal business hours at (910) 521-6260 or helpdesk@uncp.edu or 24/7 Blackboard support at 800-630-7603.

UCIS also manages the Interactive Video Facility, which provides MPEG2 and H.323 videocon-

ferencing as well as C-Band and Ku-Band satellite uplink/downlink capabilities. These allow UNCP to participate in live, two-way video classes and conferences with other sites connected to NC-REN and the North Carolina Information Highway (NCIH).

Academic Computing Resources

UNC Pembroke recognizes the importance of computer skills. Although no specific computer courses are required, students have many opportunities to gain computer proficiency. Freshman Orientation classes include sections on computing. In freshman composition, most students learn how to use a word processor and use it for writing papers. All Teacher Education programs require the development of basic computer skills and students majoring in Business Administration are required to take BUS 1090, Business Uses of the Computer. Most departments expect students to use computer software in some courses. In addition, UCIS offers free training for students and faculty throughout the year.

UNC Pembroke provides its students with a wealth of computer resources. Each classroom building houses one or more microcomputer laboratories that are available during normal business hours. In addition, the D. F. Lowry Building laboratory is available 24 hours a day; the Mary Livermore Library laboratory is available for evening and weekend use and the Pine and Oak Hall labs are available to residents of those dorms at any time and to all UNCP students during the hours that the desks are staffed. Most campus lab computers run Windows XP and provide a variety of software including Microsoft Office, Netscape Navigator, SAS, CRT, AbsoluteFTP, UltimateZIP and McAfee Antivirus. Some labs also offer Microsoft Visual Studio, WordPerfect, PageMaker, SPSS, DreamWeaver MX and Photoshop LE. Specialized labs include the Foreign Language Lab, the Cartography Lab and the Education Technology Center in the School of Education. The Digital Art Studio houses Macintosh G5s running OS X, with Adobe Photoshop, Illustrator, InDesign, and Acrobat. The Media Integration Lab operates Macintosh G4s running OS X with Photoshop, DVD Studio Pro and Final Cut Pro.

All permanent faculty members have a Pentium 4 or Macintosh G5 microcomputer with access to the campus LAN, the Internet and Internet2 from their office. Each classroom has a LAN connection and many have computers and digital projectors. Blackboard is used to support class web sites. UCIS offers laptops and digital projectors for faculty checkout for short periods. A Sun e250 provides minicomputer support for academics.

Faculty have access to email, web hosting, network file storage, and course web sites in Blackboard. Students have access to email and network file storage and may access the campus LAN from any computer lab or their dorm room. Student accounts can be created online at http://www.uncp.edu/ucis/accounts. Online access to grades and registration is available at http://braveweb.uncp.edu.

Media Center

The Media Center, located in Jacobs Hall, provides media services to academic departments, the testing center, the library, and other University units. In addition, the center provides services to the community and to students, as directed by the Associate Vice Chancellor for Academic Affairs.

University Writing Center

The University Writing Center, Dial Humanities Building 131, assists UNCP students at any stage in the writing process, from conception and organization to revision and publication. The Writing Center staff works with students on any writing task, helping students focus, select, organize, and develop ideas in early drafts of writing and helping them review, improve, and strengthen later drafts before submission. Writing Center users have access to networked computers and printers and an extensive collection of writing reference materials. The Writing Center also provides assistance in computer-assisted writing and research, in cooperation with faculty and other campus support areas.

The University Writing Center staff includes a full-time director and a group of upperclassmen

and graduate students from across the disciplines, chosen by the director, who have extensive training in the writing process, tutoring, and their Writing Center responsibilities. The director of the Writing Center communicates frequently with faculty to determine both the general needs of classes and the particular needs of individual students who use the center's services.

The University Writing Center opened at UNCP in May 1994 as a Title III-funded student support program and was granted permanent institutional support by the Office of Academic Affairs and the Department of English, Theatre, and Languages in August 1998.

Center for Academic Excellence

The Center for Academic Excellence, located in Jacobs Hall, Suite F, is designed to provide a support system for students through numerous programs and activities: academic advisement, career/major counseling, major declaration, and Early Alert consultation. Through the Early Alert Program, a professor or staff member may recommend that a student seek help for a problem that threatens the student's academic success. Continued absence from class is usually the first and most significant indication that a student should be referred. Academic advisors from the office work with the student to determine appropriate help and draws on existing programs and offices to find a workable solution. In addition, FRS 100 (Freshman Seminar) is coordinated through this office.

Office of International Programs

The Office of International Programs is established to promote the internationalization of the university community. This office, working with other units of the university, attracts high-quality international graduate and undergraduate students to the campus. It also promotes student study-abroad and exchange programs with universities throughout the world. In addition, this office handles faculty teaching and research exchange programs and other related international endeavors.

The Office of International Programs, working with the University Attorney, is also responsible for international contracts; in the past few years, many new contracts have been signed between UNCP and other universities throughout the world. This office, working with the Office of Outreach, the School of Graduate Studies, and various schools and academic departments, offers degree and non-degree programs abroad. Moreover, this office, working with the Office of Sponsored Research and Programs, coordinates and applies for federal and private international grants; numerous international grants have been awarded recently.

Center for Adult Learners

The Center for Adult Learners' goal is to help meet the needs of the adult learner who attends UNCP by providing resource and referral information about campus and community resources. The center is designed to be a comprehensive resource and referral area for nontraditional students. It offers extended evening hours, a special freshman seminar class, readiness workshops, academic advising, orientation programs, and a Peer Mentoring Program. The Center for Adult Learners is located in Jacobs Hall, Suite F.

TRIO Programs

TRIO Programs at UNCP are designed to help meet the academic, cultural, and financial needs of participants in order that they may achieve a high success rate while in school. The two projects included are Upward Bound and Student Support Services.

Upward Bound is funded to serve seventy-five Robeson and Hoke County high school students who have the academic potential to become first-generation college students but lack certain skills or motivation to demonstrate that talent. The program consists of an academic and a summer phase. During the academic phase, students are encouraged to achieve their educational potential with the help of weekly tutoring sessions in their high school courses. Assistance is also provided for seniors in completing college and financial-aid applications. During the summer phase, participants live on campus for six weeks and attend a daily schedule of classes in the mornings and afternoons. This

summer component familiarizes students with college life, motivating students and developing and enriching their basic skills. Recreational and human development activities are also incorporated into the schedule.

Student Support Services is funded to serve two hundred college students at UNCP. The program offers the following services:

* instruction in Freshman Seminar
* tutoring on a one-to-one or a small group basis in all majors offered at the University
* study skills assistance in developing techniques of note-taking and test-taking
* assistance in applying for financial aid and scholarship programs
* guidance in academic, vocational, and personal/social concerns
* opportunities to participate in cultural activities
* access to reference and resource materials, which include magazines, paperbacks, and a file on current events.

Disability Support Services

The office of Disability Support Services, located in the D.F. Lowry Building, provides services to students who are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The mission of Disability Support Services is to create an accessible community where people are judged on their ability, not their disability. Disability Support Services strives to provide individuals with the tools by which they can better accomplish their educational goals.

Disability Support Services may be reached by calling (910) 521-6695 or by email at dss@uncp.edu. Office hours are Monday through Friday from 8:00am - 5:00pm. Appointments are requested.

Any student requesting services must register with the office, provide documentation of a disability, and agree to follow the policies and procedures of Disability Support Services. An opportunity to register as a student with a disability is provided in the acceptance package from UNCP's Admissions Office. A student may register with Disability Support Services anytime by making an appointment and providing necessary information to the Director. Accommodations for students with disabilities are not retroactive.

North Carolina Health Careers Access Program at UNCP (NC-HCAP)

The North Carolina Health Careers Access Program (NC-HCAP) at The University of North Carolina at Pembroke is one of three centers of the North Carolina Health Careers Access Program (NC-HCAP). This interinstitutional program of the University of North Carolina was established in 1971 to address the serious shortage of health professionals in North Carolina, especially among underrepresented minorities (African American and Native American) and disadvantaged population groups. Interested students should contact the HCAP office at (910) 521-6673 or (910) 521-6493.

The purpose of NC-HCAP is to provide recruitment, counseling, and enrichment services and activities to increase the number of underrepresented minority and disadvantaged persons being trained for and employed in the health professions of medicine, optometry, dentistry, veterinary medicine, osteopathic medicine, pharmacy, podiatry, public health, and allied health fields of study.

The NC-HCAP at The University of North Carolina at Pembroke serves the Southeast region of North Carolina and offers the following services and activities:

* provides information on over 200 different health careers and on a broad range of health professions programs available in North Carolina and elsewhere;
* provides counseling for individuals seeking careers in the health professions for which training is available in the constituent institutions of The University of North Carolina and in the North Carolina technical institutes and community colleges;
* provides retention and enrichment services for minority students enrolled in pre-profession health programs;
* provides professional study guides and review materials to assist students in preparing for health

professions schools admissions tests (i.e., MCAT, DAT, PCAT, etc.);
* provides assistance with AMCAS applications;
* provides assistance with individual student mock interviews;
* coordinates seminars on admission procedures, entrance exams, curriculum requirements, and financial aid for health professions schools and graduate biomedical science programs;
* provides educational field trips to medical centers and health professions schools in North Carolina, and interaction with health professions schools' faculties, administrators, and students and with practicing health professionals;
* assists minority and disadvantaged students interested in health professions programs in identifying adequate financial aid resources;
* conducts health careers workshops for minority high school students and health careers clubs;
* sponsors a Health Careers Club at UNCP for enrolled health science majors and others interested in pursuing careers in the health professions.

NC-HCAP also conducts a **Clinical Health Summer Program (CHSP)**, a seven-week educational work/learning clinical health experience held each year during May through June. The 40-hour-a-week salaried positions consist of both clinical experiences in health care agencies and academic enrichment experiences for underrepresented minority and disadvantaged health science majors interested in health-related careers. For additional info, please visit our webpage: www.uncp.edu/hcap.

Health Careers Opportunity Program at UNCP (HCOP)

Mission: The mission of the HCOP program is to increase the number of students applying to and completing health professions curricula, especially students who have aspirations of returning to rural Southeastern North Carolina to practice their profession. For information about the program contact the HCOP coordinator at (910) 521-6590.

Purpose: The purpose of HCOP is to increase student awareness of health careers and health training programs in Medicine, Optometry, Dentistry, Veterinary Medicine, Osteopathic Medicine, Podiatry, Pharmacy, and Public Health.

UNCP Academic Year Activities:
* Support and counseling provided daily by Health Careers office staff.
* Resources available with information and statistics on various health professions.
* A Health Professions Leadership Series designed to address pertinent concerns and issues for health career students.
* Assistance with AMCAS and financial aid packets.
* Special workshops for the development of communication skills, test-taking skills, science/mathematics problem-solving workshops.
* Health Profession Examination Review Courses to assist pre-health students with profession examinations, writing professional essays, and planning course curriculum.
* Interview techniques to enhance admission to health professions institutions.
* Monthly seminars pertaining to professional development and admissions advocacy with health profession schools.
* Field trips to recruitment fairs, health profession schools, hospitals, and clinics.
* Information on financial aid, research fellowships, summer programs, and grant opportunities for pre-health students.

Summer Science Enrichment Program:

This six-week summer program, held on the campus at UNCP, is designed to expose graduating high school seniors to a university-level pre-health curriculum.

This program includes courses in mathematics, biology, chemistry, physics, computer science, master student/study skills, and oral/written communications.

The Summer Science Enrichment Program was made possible through a grant from the *U.S. Dept. of Health and Human Services, Public Health Service, Health Service and Resource Administration, Bureau of Health Professions, Division of Disadvantage Assistance, Rockville, MD 20857.*

Native American Resource Center

The Native American Resource Center, on the first floor of Old Main, offers a rich collection of authentic American Indian artifacts, handicrafts, art, books, cassettes, record albums, and filmstrips about the Native Americans, with emphasis on the Lumbee Indians of Robeson County. An exciting variety of exhibits is on display, including prehistoric tools and weapons, 19th century Lumbee household and farm equipment, and contemporary Indian art. Indian cultures from all sections of the United States, Canada, Central America, and South America are represented by characteristic artifacts.

WNCP Television Station

WNCP-TV is the University's cable television station. The station is operated by the students, staff, and faculty of the Department of Mass Communications and supports the academic program in Broadcasting by providing its students with a strong practical working environment to gain needed production experience.

WNCP-TV also supports both the university and the surrounding communities by broadcasting its signal throughout the local area, and worldwide through its webcasting efforts.

The shows produced for WNCP-TV cover a wide range of topics including, news, sports, public affairs, entertainment, and special programs such as live events around the campus.

WNCP-TV facilities include a three-camera studio, control room, video editing suites, audio production room, and Media Integration Mac Lab.

The Teaching and Learning Center

The Teaching and Learning Center, in Old Main building, fulfills the 1993 mandate of the UNC General Administration designed to stimulate teaching excellence at system schools. The office sponsors faculty development workshops facilitated by both on- and off-campus experts; coordinates the annual Faculty Development Day, which offers faculty development in teaching and related areas; disseminates *TLC@UNCP* each semester to reach the faculty with information designed to help faculty with teaching (including providing information on web sites); distributes faculty development funds to faculty traveling to both discipline-based conferences and teaching workshops; houses a library of resources on teaching-related topics such as syllabus and test construction, student motivation, and teaching technology; oversees a mentoring program for new faculty members; and writes grants to stimulate instructional improvement.

Center for Sponsored Research and Programs

The Center for Sponsored Research and Programs facilitates the University's sponsored research, grant, contract, and cooperative agreement activities. The center's staff provides guidance and assistance to faculty and staff in identifying funding sources, developing grant proposals, and ensuring compliance with University and federal regulations. Additionally, the center maintains University-wide grant records and reports institutional grant activity to the UNC system. Grant programs include research grants, national research service awards, research career programs, instructional and training projects, undergraduate research opportunities, minority programs in science and math, community outreach programs, and economic development projects, partnerships, and cooperative agreements. The office conducts grant writing workshops on various aspects of proposal development and grant management. Forms for developing proposals may be found at http://www.uncp.edu/csrp.

Institutional Research and Planning

The Office of Institutional Research and Planning collects and analyzes data regarding students, faculty and staff, facilities, and institutional programs, services and operations. Reports generated from this data are used internally to support institutional decision making and planning, and are also disseminated to the University of North Carolina's Office of the President and other external agen-

cies. Selected information is compiled annually in the *Fact Book*, which is distributed on campus and is available at the Institutional Research and Planning website (http://uncp.edu/ir). In addition, the Office is a resource for survey and questionnaire research concerning the university.

Regional Center for Economic, Community, and Professional Development

The Regional Center for Economic, Community, and Professional Development is located off campus at the Carolina Commerce and Technology Center (COMTech) on Livermore Drive. The Regional Center provides outreach services to the citizens, businesses, governments and nonprofit organizations throughout the region. These outreach services are executed in cooperation with organizations to provide management development programs, health care initiatives, customized training, consulting, grants development, planning and technical assistance, conference designing and implementation, and economic and social research.

Professional Development: The center offers over 30 non-credit workshops leading to a certificate in Management Development with concentrated study in group dynamics, communications, quality, change, and strategic planning. These programs can also be tailored to meet an organization's specific needs, and instruction can be arranged on-site, and courses may qualify for Continuing Education Units of credit (CEUs).

Short Courses, Institutes, and Conferences: In addition to helping students meet licensure requirements, the University meets special needs of students through this program and continues the tradition of providing education to all segments of the population.

The University awards Continuing Education Units (CEUs) to participants in qualified programs. Continuing Education Units are a part of a nationwide recording system to provide a uniform measure of attainment in non-credit educational programs. One CEU at UNC Pembroke is defined as "ten contact hours of participation in an organized continuing education experience under responsible, capable direction, and qualified instruction."

Small Business and Technology Development Center: Operated as an inter-institutional program of The University of North Carolina, SBTDC provides information and individualized counseling services to citizens who are starting a business or existing businesses interested in expansion.

Community Services: The center supports community agencies and the nonprofit sector through services such as grants assistance, community organizing, and leadership development. Healthy Start, a national infant mortality initiative, is administered by the Regional Center under Community Health Alliance, as is the Youth Start Program, with comprehensive services for in-school youth aged 14-18.

UNDERGRADUATE ACADEMIC PROGRAMS

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BACCALAUREATE DEGREE PROGRAMS AND AREAS OF STUDY

Accounting and Information Technology
- Accounting, B.S.
- Business Administration, B.S.
  - Information Technology Management

American Indian Studies, B.A.

American Studies, B.A. (see History)

Art, B.A.
- Studio Art (Ceramics, Digital Arts, Painting, Printmaking, or Sculpture)
- Art Education Licensure (K-12)

Biology
- Biology, B.S.
  - Botany
  - Molecular Biology
  - Zoology
  - Biomedical Emphasis
  - Medical Technology Emphasis
  - Biology Education Licensure
  - Environmental Biology
- Biotechnology, B.S.
- Environmental Science, B.S.
- Science Education, B.S.

Biotechnology, B.S. (see Biology, Chemistry and Physics)

Chemistry and Physics
- Biotechnology, B.S.
- Chemistry, B.S.
  - Professional
  - Molecular Biotechnology
  - Pre-Health Professions
  - Forensic Chemistry
  - Environmental Chemistry
  - Pre-Pharmacy
- Applied Physics, B.S.

Economics, Finance, and Decision Sciences
- Business Administration, B.S.
  - Economics
  - Finance

English, Theatre, and Languages
- English, B.A.
  - English
  - English Education Licensure
  - Theatre Arts
- Spanish, B.A.

Health, Physical Education, and Recreation
- Physical Education, B.S.
  - Athletic Training
  - Exercise and Sport Science
  - Physical Education Licensure (K-12)
  - Recreation Management/Administration
- Health Promotion, B.S.

History
- History, B.A.
  - History
  - Social Studies Education Licensure
- American Studies, B.A.

Management, Marketing, and International Business
- Business Administration, B.S.
  - International Business
  - Management
  - Marketing

Mass Communication, B.S.
- Broadcasting
- Journalism
- Public Relations

Mathematics and Computer Science
- Mathematics, B.S.
  - Mathematics
  - Mathematics Education Licensure
- Computer Science, B.S.
- Information Technology, B.S.

Music
- Music, B.M. (with Licensure K-12)
  - Vocal Emphasis
  - Instrumental Emphasis
  - Keyboard Emphasis/Vocal
  - Keyboard Emphasis/Instrumental
- Music, B.M.
  - Musical Theatre
- Music, B.A.
  - Music
  - Music with Elective Studies in Business

Nursing
- Nursing, B.S.N. (for Registered Nurses)
- Nursing, B.S.N.

Philosophy and Religion, B.A.

Political Science and Public Administration
- Political Science, B.A.
  - Political Science
  - Pre-Law
  - Public Administration
  - International Studies

Professional Education Programs
- Birth - Kindergarten Education, B.S.
- Elementary Education, B.S.
- Special Education, B.S.

Professional Studies and Middle Grades
- Middle Grades Education, B.S.
  - Language Arts and Social Studies
  - Mathematics and Science

Psychology and Counseling
- Psychology, B.S.

Science Education, B.S. (see Biology)

Social Work, B.S.W.
- Social Work

Sociology and Criminal Justice
- Sociology, B.A.
- Criminal Justice, B.A.

REQUIREMENTS AND OPTIONS FOR A BACCALAUREATE DEGREE

To earn a baccalaureate degree from the University of North Carolina at Pembroke, students must earn between 120 and 128 hours of course credit in a program of study that includes a Freshman Seminar (FRS 100), required of all freshmen during their first 15 hours, a General Education program of 44 hours, and at least one academic major.

UNC Pembroke operates on the traditional two-semester system and offers an extensive summer program designed to permit the academic acceleration of regular university students and to serve the needs of public school teachers. Summer Session is divided into two terms.

REQUIREMENTS FOR A MAJOR

A major is a planned program of study of between 30-50 semester hours of course credit, exclusive of courses applied to satisfy General Education requirements. At least 15 hours of credit must be in courses numbered above 2999.

Detailed requirements for majors have been established by each department and can be found in the sections of this catalog describing undergraduate programs of study in the College of Arts and Sciences, the School of Business, and the School of Education.

REQUIREMENTS FOR A DOUBLE MAJOR

A student may elect to earn majors in two separate disciplines on the condition that the student meets all requirements for each major. The student who completes requirements for more than one major will receive only one degree, but at the time of initial graduation, the record will indicate both majors.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree and a different major by fulfilling the following requirements:

(1) The student must meet all the requirements for the second degree and major.
(2) The student must complete a minimum of 30 hours in residence beyond the requirement for the first degree.
(3) The student must meet with the major department chair to determine an individual education plan. This plan must be forwarded to the Registrar.

A student without a bachelor's degree may receive two different baccalaureate degrees by fulfilling the following requirements:

(1) The student must meet all the requirements for one degree (primary major).
(2) The student must complete a minimum of 30 unduplicated hours in a different major and a different degree (secondary major).
(3) The student must meet with both major department chairs to determine an individual education plan. This plan must be forwarded to the Registrar.

NOTE: Students may be assessed a 25% tuition surcharge once they have attempted 140 degree credit hours.

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

Students earning a baccalaureate degree may take advantage of one or more special programs. Teacher Education and Health Professions Programs are described below. The Evening and Distance Programs are described under the School of Business. Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) are described under the School of Education. The following programs are described in detail under Special Programs and Interdisciplinary Majors and Minors.

SPECIAL PROGRAMS and INTERDISCIPLINARY MAJORS and MINORS	
University Honors College Program Teaching Fellows Program College Opportunity Program Career Development Program American Studies Major and Minor African American Studies Minor Applied Gerontology Minor	British Studies Minor Gender Studies Minor Media Integration Studies Minor Personnel & Organizational Leadership Minor Substance Abuse Minor World Studies Minor

ACADEMIC AND PROFESSIONAL CONCENTRATIONS

In addition to majors and minors, a number of departments offer academic or professional concentrations. Any concentration requires at least 18 semester hours, depending on departmental requirements. A student must have a minimum cumulative QPA of 2.0 in academic and professional concentration courses to receive credit for the concentration. Teacher Education majors subject to The University of North Carolina requirement for completion of a concentration in a basic academic discipline may select one of these academic or professional concentrations to fulfill that requirement or may choose to earn a second major of 30 hours in Philosophy and Religion. Any student may elect to complete an academic or professional concentration in addition to a major. Students considering academic or professional concentrations should consult the appropriate academic department in the College of Arts and Sciences and School of Education sections.

ACADEMIC/ PROFESSIONAL CONCENTRATIONS	
American Indian Studies	Mathematics
American Studies	Music
Art	Physics
Biology	Political Science
English	Psychology
Exercise and Sport Science	Reading
Geography	Sociology
Geology	Spanish
History	Special Education

REQUIREMENTS FOR A MINOR

A recognized minor ordinarily consists of 18 to 21 semester hours of courses. With the approval of the department granting the minor, up to six hours of the courses counted toward a minor may be used to satisfy General Education, major requirements, or requirements of an additional minor. The award of a minor requires a minimum cumulative QPA of 2.0 in the minor and the formal approval of the department concerned. Successful completion of a minor will be noted on the student's official transcript. Student participation in minor programs will be optional. For more information see departments in undergraduate programs sections or, for *interdisciplinary minors, see Special Programs.

ACADEMIC MINORS		
*African American Studies	Health Promotion	Physics
American Indian Studies	History	Political Science
*American Studies	Information Technology	Psychology
*Applied Gerontology	International Sociology	Public Policy & Administration
Art	Jazz Studies	Public Relations
Athletic Coaching	Journalism	Recreation
*British Studies	Legal Studies	Religion
Broadcasting	Literature	Sacred Music
Business Administration	Marketing	Social Welfare
Community Development	Mathematics	Sociology
Computer Science	Medical Sociology	Spanish
Creative Writing	Music	Speech
Criminal Justice	Musical Theatre	*Substance Abuse
Economics	*Media Integration Studies	TESOL
English	*Personnel & Organizational Leadership	Theatre
*Gender Studies	Philosophy	*World Studies
Geography	Physical Education	Writing
Geology		

FRESHMAN SEMINAR

Coordinator: Christa Watts

A university education requires attitudes and skills that go far beyond what students have needed previously. One of its most distinctive features is its direct confrontation with the limitations of human knowledge. In high school we relied on teachers and textbook writers to decide difficult issues; at the University we move into a domain where experts routinely disagree and many issues have no simple answers. Out of this experience, we learn a new respect for skepticism, open-mindedness, and our own creativity.

The University also introduces us to much greater personal freedom and independence. We move away from the security of our families into the world of college life. This change forces us to budget our own time and to sustain our own motivation for achievement.

Finally, the content of a university curriculum is more difficult to comprehend and retain than anything we have faced before. We read technical, specialized material and learn words we have never seen. We are asked to identify key ideas on our own and to review for comprehensive examinations.

All of these considerations suggest that new students should receive special instruction preparing them for the unique challenges of university life. Accordingly, The University of North Carolina at Pembroke has developed a course entitled Freshman Seminar (FRS 1000). This course is a regular academic endeavor, with lectures, examinations, and academic credit. Its content is summarized in the description presented below. Students are encouraged to participate actively in this course and to prepare carefully for its examinations. Such effort may prove more valuable than any other activity undertaken during one's first months at the University.

A grade of "C" (2.0) or better must be earned in order to satisfy the Freshman Seminar requirement.

COURSE (FRS)

FRS 1000. Freshman Seminar

General introduction to the academic substance, study methods, and special adjustment problems of university life. Conducted by faculty and staff from various departments. Required of all incoming freshmen during their first fifteen credit hours of course work at the University. Fall, Spring. Credit, 1 semester hour.

GENERAL EDUCATION PROGRAM

Graduation from The University of North Carolina at Pembroke is based on successful completion of General Education, which is required for all baccalaureate degrees, and upon successful completion of a specialized program for a major.

The University of North Carolina at Pembroke seeks to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations. In addition to meeting all major program requirements, students awarded baccalaureate degrees by The University of North Carolina at Pembroke are required to complete a 44-hour General Education program. The General Education program has been designed to provide students with an understanding of the fundamental principles and contributions of a variety of disciplines and to foster the ability to analyze and weigh evidence, exercise quantitative and scientific skills, make informed decisions, write and speak clearly, and think critically and creatively. To ensure that the goals and objectives are met, course substitutions are not allowed. The goals and objectives for the General Education Program are:

I. Skills

Communication—The UNCP graduate will communicate effectively in writing, speaking, and listening.

The student will

- use written and oral language appropriate to various audiences and purposes;
- develop logical arguments that are defended by supporting points, in part by locating

material from appropriate sources and by correctly using and documenting those sources; and
- listen to, understand, and evaluate the communication and communicative contexts of diverse speakers and writers.

Critical Thinking—The UNCP graduate will read and think critically.

The student will
- distinguish between facts and opinions, judgments and inferences, inductive and deductive arguments, and reliable and invalid sources of information;
- successfully apply critical reading skills to a wide range of materials; and
- demonstrate the ability to apply critical thinking skills to the interpretation and analysis of information from a variety of sources.

Problem Solving—The UNCP graduate will be a creative problem solver.

The student will
- identify and define a problem,
- collect and organize information necessary to solve a problem,
- select and conduct appropriate analysis to solve a problem, and
- make decisions based on evidence and reasoning.

Mathematics—The UNCP graduate will use quantitative methods and mathematical principles to recognize and solve problems, interpret data, and perform basic computation.

The student will
- express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic form while solving a variety of problems;
- apply basic math principles to practical situations; and
- be able to demonstrate mathematical literacy.

Technology—The UNCP graduate will understand the role of technology, have the skills necessary to use it, and be able to recognize and adapt to new technologies.

The student will
- demonstrate knowledge of current/modern technologies,
- use appropriate technology in the evaluation, analysis, and synthesis of information, and
- collaborate with others using technology tools.

II. Knowledge

Arts, Literature, History, and Ideas—The UNCP graduate will demonstrate knowledge of, appreciation for, and understanding of contributions to society of the fine and performing arts, literary works, world civilizations and their histories, and philosophic and religious belief systems.

The student will
- recognize the contribution of the fine, performing, and literary arts to the human experience; identify the contributions of diverse artists; and evaluate the significance of their works;
- identify how historical forces influence current events; demonstrate an understanding of the historical context of contemporary issues; and identify one major historical trend in a major world region; and
- demonstrate knowledge of the religious traditions and philosophical ideas that have shaped individuals and societies.

Individual and Society—The UNCP graduate will demonstrate knowledge of human behavior, cultures, and societies, as well as social, political, and economic institutions and relationships.

The student will
- describe the methods used by social scientists to gather, analyze, and draw conclusions from data as they seek to understand individual and group behaviors;
- identify how the results of social science research is critical to an informed understanding of contemporary social issues; and

- apply social science principles and theories to understand significant American and world economic, cultural, political, and social phenomena and trends.

Science and Nature—The UNCP graduate will understand the fundamental principles of the natural sciences as well as the purpose, methods, and principles of scientific inquiry.

The student will

- describe the methods used by natural scientists to gather and critically evaluate data using the scientific method;
- identify and explain the basic concepts, terminology, and theories of the natural sciences;
- apply selected natural science concepts and theories to contemporary issues and acknowledge the developing nature of science; and
- demonstrate an understanding of how human activity affects the natural environment and make informed judgments about science-related topics and policies.

III. Dispositions

Lifelong Learning—The UNCP graduate will be aware of the importance of lifelong learning and demonstrate the skills necessary to support continued personal and professional growth after graduation.

The student will

- demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development;
- demonstrate the ability to access, select, and use information to answer questions relevant to personal and professional situations;
- take advantage of opportunities to continue learning in a variety of venues; and
- comprehend the changing nature of society and work and be able to cope with change through self-education.

Health and Wellness—The UNCP graduate will identify factors and know how to make choices that promote health, wellness, and longevity.

The student will

- assess current lifestyle behaviors and understand the impact of these behaviors on the quality and longevity of life;
- identify and analyze health-related choices such as movement, nutrition, stress, and leisure as they influence personal wellness; and
- explain how personal health and lifestyle choices affect society at large and how social and cultural factors affect personal health and lifestyle choices.

Social Responsibility—The UNCP graduate will have an understanding of civic duty and a concern for the well-being of individuals, society, and the environment.

The student will

- demonstrate global awareness, environmental sensitivity, and an appreciation of cultural diversity and
- prepare for citizenship by identifying personal, social, and political avenues for civic action.

Diversity—The UNCP graduate will demonstrate knowledge of and respect for the rights and views of diverse individuals and cultures.

The student will

- analyze similarities and differences between his/her own and other cultures that affect values, beliefs, and behaviors;
- discuss cultural strengths and important contributions made to society by individuals from diverse groups;
- discuss the benefits of diversity for individuals, groups, and institutions; and
- define prejudice and discrimination; explain their consequences; and identify ways to reduce them.

Values and Ethics—The UNCP graduate will be able to make informed choices in the light of ethical, moral, and practical concerns; assess the consequences of those choices; and understand alternative perspectives.

The student will

- distinguish fact from value and explain how values influence decision-making,
- acknowledge a plurality of cultural and personal values and demonstrate respect for the right of others to express different viewpoints, and
- analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue, take a position on this issue, and defend it with logical arguments.

GENERAL EDUCATION REQUIREMENTS (44 Hours Total)

For some majors, certain courses may count toward both General Education and Major requirements. Some courses have prerequisites. As noted above, course substitutions are not allowed. **Ask your advisor for assistance** in selecting appropriate courses.

I. Communication Skills (6 or 9 hours)

ENG 1050 Composition I
ENG 1060 Composition II

A full-time student must enroll in ENG 1050, Composition I, immediately and must earn a "C" (2.0) grade or better before enrolling in ENG 1060, Composition II. A student must remain continuously enrolled in ENG 1050 and 1060 until he or she has earned a "C" (2.0) grade or better in ENG 1060.

All entering freshmen and all freshmen transfers must complete the ENG 1050 and 1060 sequence successfully before they earn a total of 60 credit hours. All students who transfer with 30 credits or more must complete ENG 1060 during their first 30 semester hours at UNCP. Students who have not completed their composition courses at the end of the allotted time will no longer be permitted to register for 3000 or 4000 level courses. If they attempt to do so, the registrar's office will cancel their registration and require them to register only for courses below the 3000 level until they receive a "C" (2.0) in ENG 1060. (The Enrollment Management Subcommittee of the Faculty Senate, or in emergencies the Assistant Vice Chancellor for Academic Affairs, will consider exceptional cases.)

SPE 1020 Fundamentals of Voice and Diction.

All entering freshmen are required to take this course unless they test out of it. Upon earning 60 hours, a student must either have satisfied the speech requirement through testing, have taken SPE 1020, or be registered for SPE 1020 in the following semester.

II. Academic Content and Skills

A. Arts and Humanities Division (12 hours): Choose one course from each of these four areas:

(1) Fine Arts

ART 2020 Introduction to Digital Arts
ART 2050 Art Appreciation
ART 2080 Survey of Art I
ART 2090 Survey of Art II
THE 2500 Introduction to Theatre
MUS 1020 Introduction to Music Appreciation
MUS 1040 Introduction to Jazz Appreciation
MUS 2940 The World of Music: Antiquity to the Baroque Era
MUS 2980 History of Musical Theatre

(2) Literature (completion of ENG 1050 and 1060 with a 2.0 is prerequisite for these courses)

ENG 2010 Southern Literature
ENG 2020 Contemporary Literature

ENG 2030 Literary Genres
ENG 2050 World Literature Before 1660
ENG 2060 World Literature After 1660
ENG 2080 Women's Literature
ENG 2090 Literature and Film
ENG 2100 African American Literature
ENG 2190 Latino Literature
ENG (AIS) 2200 Native American Literature
ENG 2230 American Literature Before 1865
ENG 2240 American Literature After 1865
ENG 2470 British Literature Before 1790
ENG 2480 British Literature After 1790

(3) **History**
HST 1010 American Civilization to 1877
HST 1020 American Civilization since 1877
HST (AIS) 1100 History of the American Indian to 1865
HST (AIS) 1110 History of the American Indian since 1865
HST 1140 World Civilizations to 1500
HST 1150 World Civilizations since 1500

(4) **Philosophy and Religion**
PHI 1000 Introduction to Philosophy
PHI 1010 Introduction to Logic
PHI 2040 Introduction to Ethics
REL 1300 Introduction to Religion

B. Social Science Division (9 hours): Choose one course from each of three of five areas:

(1)**Economics**
ECN 1000 Economic Perspectives
ECN 2020 Principles of Microeconomics
ECN 2030 Principles of Macroeconomics

(2)**Geography**
GGY 1010 Principles of Geography
GGY 1020 World Regional Geography
GGY 2000 Cultural Geography
GGY (ECN) 2060 Economic Geography

(3)**Political Science**
PSPA 1000 Introduction to Political Science
PSPA 1010 Introduction to American National Government

(4)**Psychology**
PSY 1010 Introductory Psychology

(5)**Sociology**
SOC 1020 Introduction to Sociology
SOC (AIS) 1050 Introduction to Cultural Anthropology
SOC 2090 Social Problems in Modern Society

Maynor Honors College students only may substitute for courses in two disciplines:
HON 1000 Contemporary Public Issues
HON 2750 The Individual in Society

C. Natural Sciences and Mathematics Division (9 hours)

Natural Science (6 hours); choose one course from two (2) of the four (4) areas. Students selecting Physical Science 1100 must select the other course from either Biology/Env. Science or Earth Science.

(1)**Biology and Environmental Science**
BIO 1000 Principles of Biology

BIO 1030 Basic Human Biology
ENV 2100 Environmental Science

(2)**Chemistry**
CHM 1300 General Chemistry I
CHM 1400 Chemistry for Health Sciences I

(3)**Earth Science**
GLY (GGY) 1150 Earth Science
GLY (GGY, PHS) 2460 Weather and Climate

(4)**Physical Science**
PHS 1100 Physical Science I
PHS 1560 Astronomy
PHY 1000 Elementary Physics I
PHY 1500 College Physics I
PHY 2000 University Physics I

Maynor Honors College students only may fulfill one natural science course requirement with:
HON 1510 Contemporary Issues in Science and Technology

Mathematics (3 hours); choose one course from those listed below
MAT 1050 Introduction to College Mathematics
MAT 1070 College Algebra
MAT 1080 Plane Trigonometry
MAT 1090 College Algebra and Trigonometry
MAT 2150 Calculus with Applications
MAT 2210 Calculus I

III. Physical Education and Wellness (2 hours)
Choose two of the following courses:
PED 1010 Wellness and Fitness
PED 1300 Fitness Walking
PED 1310 Archery
PED 1320 Badminton
PED 1330 Golf
PED 1340 Swimming
PED 1350 Tennis
PED 1360 Soccer
PED 1370 Bowling
PED 1380 Rhythms & Dance
PED 1390 Racquetball
PED 1410 Physical Conditioning
PED 1450 Volleyball
PED 1460 Weight Training
PED 1770 Advanced Physical Conditioning (Aimed at Varsity Athletes)
PED 1790 Aerobic Dance
PED (MSC) 1800 Military Physical Training
PED (THE) 1810 Stage Dance I
PED (THE) 1820 Stage Dance II
PED 1900 Outdoor Fitness
PED 1950 Water Aerobics

IV. General Education Program Electives (6 hours, or 3 hours if SPE 1020 required)

Choose **two** additional courses from those listed below. These two courses must be from different divisions except for the foreign language option. Students who take SPE 1020 for Basic Skills take 3 hours of electives, which may not be SPE 2000 or SPE 2010.

Foreign Language Option

Students electing the foreign language option MUST complete two courses of the **same** foreign language to satisfy the Program Electives area of General Education.

FRH 1310, 1320 Elementary French
FRH 2310, 2320 Intermediate French
GER 1310, 1320 Elementary German
GER 2310, 2320 Intermediate German
ITL 1310, 1320 Elementary Italian
SPN 1310, 1320 Elementary Spanish
SPN 2310, 232 Intermediate Spanish
XXX 131, 1320 Introductory Foreign Language Study
XXX 2310, 2320 Intermediate Foreign Language Study

Arts and Humanities Division Elective

American Indian Studies

AIS 1010 Introduction to American Indian Studies

Fine Arts

ART 1010 Elements of Design
ART 2020 Introduction to Digital Arts
ART 2050 Art Appreciation
ART 2080 Survey of Art I
ART 2090 Survey of Art II
ART 2560 Web Design
ARTS 1xxx Special Topics in Art
THE 2010 Elements of Acting
THE 2500 Introduction to Theater
MUS 1020 Introduction to Music Appreciation
MUS 1040 Introduction to Jazz Appreciation
MUS 2930 The World of Music: Classical to the Contemporary Era
MUS 2980 History of Musical Theatre

Literature and Speech (a 2.0 in ENG 1050 and 1060 is prerequisite for ENG courses)

ENG 2010 Southern Literature
ENG 2020 Contemporary Literature
ENG 2030 Literary Genres
ENG 2040 Mythology of All Peoples
ENG 2050 World Literature Before 1660
ENG 2060 World Literature After 1660
ENG 2080 Women's Literature
ENG 2090 Literature and Film
ENG 2100 African American Literature
ENG 2190 Latino Literature
ENG (AIS) 2200 Native American Literature
ENG 2230 American Literature Before 1865
ENG 2240 American Literature After 1865
ENG 2470 British Literature Before 1790
ENG 2480 British Literature After 1790
ENGS 2xxx Studies in Literature
SPE 2000 Interpersonal Communication
SPE 2010 Fundamentals of Speech

History

HST 1010 American Civilization to 1877
HST 1020 American Civilization since 1877
HST (AIS) 1100 History of the American Indian to 1865

HST (AIS) 1110 History of the American Indian since 1865
HST 1140 World Civilizations to 1500
HST 1150 World Civilizations since 1500

Philosophy and Religion

AIS 2010 American Indian Culture
PHI 1000 Introduction to Philosophy
PHI 1010 Introduction to Logic
PHI (REL) 1020 Perspectives on Humanity
PHI (REL) 2020 Philosophy of Religion
PHI 2040 Introduction to Ethics
PHI 2050 Social and Political Philosophy
PHI 2110 American Philosophy
REL 1050 Introduction to the Old Testament
REL 1060 Introduction to the New Testament
REL 1300 Introduction to Religion
REL 2090 Religion in America
REL (AIS) 2130 American Indian Religious Traditions
REL 2140 Introduction to Religious Ethics
REL 2160 Religions of the Far East
REL 2180 Religions of the Near East

Maynor Honors College students only may take 1 as a Humanities Division Elective:

HON 2000 The Humanistic Tradition I: Pre-History to the Baroque Era
HON 2010 The Humanistic Tradition II: From Baroque to the Present

Social Science Division Elective

Economics

ECN 1000 Economic Perspectives
ECN 2020 Principles of Microeconomics
ECN 2030 Principles of Macroeconomics
FIN 2050 Personal Finance

Geography

GGY 1010 Principles of Geography
GGY 1020 World Regional Geography
GGY 2000 Cultural Geography
GGY (ECN) 2060 Economic Geography

Political Science

PSPA 1000 Introduction to Political Science
PSPA 1010 Introduction to American National Government

Psychology

PSY 1010 Introductory Psychology

Sociology

SOC 1020 Introduction to Sociology
SOC (AIS) 1050 Introduction to Cultural Anthropology
SOC 2090 Social Problems in Modern Society

Natural Science and Mathematics Division Elective

Natural Science

BIO 1000 Principles of Biology
BIO 1010 General Botany
BIO 1020 General Zoology
BIO 1030 Basic Human Biology
ENV 2100 Environmental Science
CHM 1300 General Chemistry I
CHM 1310 General Chemistry II

CHM 1400 Chemistry for Health Sciences I
CHM 1410 Chemistry for Health Sciences II
GLY 1000 Physical Geology
GLY (GGY) 1150 Earth Science
GLY (GGY) 1250 Earth History
GLY 2260 Physical Oceanography
GLY (GGY, PHS) 2460 Weather and Climate
GLY (GGY) 2620 Environmental Geology
PHS 1100 Physical Science I
PHS 1110 Physical Science II
PHS 1560 Astronomy
PHY 1000 Elementary Physics I
PHY 1010 Elementary Physics I
PHY 1500 College Physics I
PHY 1510 College Physics II
PHY 2000 University Physics I
PHY 2010 University Physics II

Maynor Honors College students only may take the following as a Divisional Elective
HON 2510 Horizons in Math and Computer Science

Mathematics and Computer Science
CSC 2020 Microcomputer Programming
MAT 1050 Introduction to College Mathematics
MAT 1070 College Algebra
MAT 1080 Plane Trigonometry
MAT 1090 College Algebra and Trigonometry
MAT 1180 Finite Mathematics
MAT 2100 Introduction to Statistics
MAT 2150 Calculus with Applications
MAT 2210 Calculus I
MAT 2220 Calculus II

ESTHER G. MAYNOR HONORS COLLEGE

Dean: Jesse Peters

HONORS COLLEGE COUNCIL

Robert W. Brown (Chair)
William Gash
Jane Haladay
Lee Phillips
Monika Brown
Joseph W. Goldston
John Labadie
Thomas A. Dooling
Kim Gunter
Ramin Maysami

The Esther G. Maynor Honors College at UNC Pembroke recognizes and promotes the scholarly and personal growth of outstanding students. Maynor Honors College students are provided interdisciplinary educational opportunities that enhance the general curriculum. These opportunities are developed around a learning community of honors students and include selected general education courses, small interdisciplinary seminars, cultural and service programs, and shared residential facilities with other honors students. The Maynor Honors College offers an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; and closer interaction with individual faculty

members in the College.

Maynor Honors College students are selected on the basis of class rank, high school grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and extra-curricular and community achievements. Students already enrolled at UNC Pembroke and transfer students are also eligible to apply for admission to the Maynor Honors College. Maynor Honors College students are appointed by the Dean of the Maynor Honors College in consultation with the Honors College Council.

To remain in the Maynor Honors College, students are required to achieve and maintain a minimum overall quality-point average of 3.0 upon completion of the freshman year, 3.25 upon completion of the sophomore year, and 3.5 upon completion of the junior year. Maynor Honors College students will receive a Maynor Honors College diploma and will be recognized at commencement. To graduate with the Maynor Honors College designation, the student must complete the Maynor Honors College program.

Two tracks are available for graduation from the Maynor Honors College.

University Honors

*Take four HON (interdisciplinary) courses
*Take at least four general education honors courses
*Have at least a 3.5 QPA overall
*Complete HON 4000 and HON 4500
*Successfully complete and present a Senior Project under the guidance of a mentor

The Senior Project can be one of four possibilities.

1) Community Service Project. This project involves a student's active participation in a focused project involving service to the community. The student must complete either the Horizon Leadership Program or the Distinguished Leader program, both administered through the Leadership and Service Opportunities Office. The Service Project will be supervised by a UNCP faculty member. During the senior year, the student will schedule an oral presentation, the purpose of which will be to describe the development, implementation, and outcomes of the Community Service Project. The faculty mentor and the Dean of the Honors College will approve the successful completion of the project.

2) Campus Dialogue Project. This project asks the student to become an active participant in campus-wide dialogue about a specific issue, usually relative to the student's major. The student will work with a faculty mentor to research the topic. During the senior year, the student must organize and facilitate (in consultation with the mentor and Honors College Dean) at least two campus dialogues on the topic. These dialogues should involve faculty and students from a variety of disciplines. The faculty mentor and the Dean of the Honors College will approve the successful completion of the project.

3) Creative Project. Students choosing this option will work with a faculty mentor to develop the project. During the senior year, the student will display or perform his or her art and then provide an oral description/interpretation of the work. The faculty mentor and the Dean of the Honors College will approve the successful completion of the project.

4) Senior Thesis Project. The Senior Thesis is a written research project completed under the direction of a faculty mentor. Guidelines are available in the Honors College Office. The thesis is completed during the senior year, and the student must also schedule an oral presentation/defense of the thesis. The faculty mentor and the Dean of the Honors College will approve the successful completion of the thesis.

Departmental Honors

*Take four HON (interdisciplinary) courses
*Have at least a 3.5 QPA overall
*Complete two Honors Contract Courses in upper level major courses
*Complete HON 4000 and 4500
*Successfully complete and present a Senior Thesis

Description of Contract Courses:

Contract courses require work that is above and beyond the normal expectations of the course.

Contract courses must be taught by tenured or tenure-track members of the major department. The student and faculty will agree upon the requirements for completing the contract course, fill out the appropriate paperwork (available online), and obtain the signature of the department chair. The contract and accompanying syllabus will be turned in to the Dean of the Honors College for final approval.

The Senior Thesis is a written research project completed under the direction of a faculty mentor. Guidelines are available in the Honors College Office. The thesis is completed during the senior year, and the student must also schedule an oral presentation/defense of the thesis. The faculty mentor and the Dean of the Honors College will approve the successful completion of the thesis.

Both University and Departmental Honors

*Take four HON (interdisciplinary) courses
*Take at least four general education honors courses
*Complete two Honors Contract Courses in upper level major courses
*Have at least a 3.5 QPA overall
*Complete HON 4000 and HON 4500
*Successfully complete and present a Senior Project (service, dialogue, or creative)
*Successfully complete and present a Senior Thesis

It is possible, though not necessary, that the Senior Project and Senior Thesis are developed from the same research. Students must consult with the Honors College Dean to coordinate the successful completion of both University and Departmental Honors. Those selecting option four for University Honors must also complete option one, two, or three to receive both University Honors and Departmental Honors.

Maynor Honors College students will take several courses together during the freshman year prior to beginning their major course work. These courses include several general education courses as well as one interdisciplinary seminar. Students with special scheduling needs as freshmen may petition the Dean of the Maynor Honors College for alternate courses of study during the first semester. All Maynor Honors College students are advised by the Dean of the Maynor Honors College until they declare a major field of study.

The seven HON seminars are usually offered according to the following schedule:

Fall: HON 1000, 2000, 2510; Spring: HON 1510, 2010, 2750; As Announced: HON 3000

Transfer students and students entering the Maynor Honors College as other than freshmen will also be expected to take the four honors seminars, so long as they can be fitted into the student's program of study. The number of honors courses that transfer students or non-freshmen will be required to take will be determined by the Dean of the Maynor Honors College, after consultation with the student and the Honors College Council.

Honors Thesis/Project: All University Honors College students must complete HON 4000 (Research Methods and Prospectus [one semester hour]) and HON 4500 (Honors Thesis/Project [three semester hours]) prior to graduation. Maynor Honors College students who elect to complete a senior Thesis/Project in their major department may substitute an equivalent departmental course for HON 4500. The departmental Thesis/Project must meet the standards for the Honors Thesis/Project established by the Honors College Council. The Honors College Council and the Dean of the Maynor Honors College recommend that HON 4000 should be taken during the fall semester of the junior year. University Honors College students should plan on presenting their Thesis/Project at the end of the fall semester of the senior year. Requirements and procedures for the Maynor Honors College Thesis/Project are outlined in The Preparation of the Maynor Honors College Thesis/Project. Copies of this guide are available from the Dean of the Maynor Honors College.

COURSES (HON)

HON 1000. Contemporary Public Issues

Analysis of selected contemporary events from the points of view of history, political science, psychology, geography, economics, philosophy, religion, and sociology, in the light of weekly world developments. Emphasis upon the appreciation and development of logic and style in critical thought in con-

sidering international and domestic conflicts, human rights and institutional effectiveness, freedom and responsibility, and resources, technology, and the environment. Fall. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Social Sciences Division.

HON 1510. Contemporary Issues in Science and Technology

An interdisciplinary examination of scientific and technological issues of current global significance. The scientific principles relating to each topic will be examined, followed by analysis of management possibilities and problems, technological applications, and implications for society. Where appropriate, laboratory experiences (both on and off campus) will be involved which expose the student to relevant techniques and methodology. Spring. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Physical Science area of the Natural Sciences and Mathematics Division.

HON 2000. The Humanistic Tradition I: Pre-History to the Baroque Era

Interdisciplinary examination of cultures in selected epochs from prehistory to the Baroque Era. Illustrative works and ideas from literature, art, music, religion, and philosophy, studied to characterize each period and its contribution to humanity's self-understanding. Fall. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

HON 2010. The Humanistic Tradition II: From Baroque to the Present

Interdisciplinary examination of cultures in selected epochs from the Baroque to the present. Antecedents and consequences of some focal cultural themes chosen for the semester, e.g. naturalism in European literature, the experience of the American frontier, the philosophy of the Age of Enlightenment, and political and social upheaval in the French Revolution. Spring. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

HON 2510. Horizons in Math and Computer Science

Current approaches to mathematical modeling, data acquisition, and data analysis with respect to natural systems, emphasizing microcomputer applications to scientific problems. Students will gain experience in the use of available computational resources, including commercial software, microcomputers, and mainframe facilities. Fall. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics.

HON 2750. The Individual in Society

Recent topics concerning advances in the study of human behavior are examined within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and theories of personality. Class presentations and discussion form a major portion of the course. Honors students receive General Education credit for a course in the Social Sciences Division.

HON 3000. Cultures in Contact

This course is designed to introduce students to a specific world culture through a variety of methods. The readings will include sociological, economic, historical, and fictional accounts of this country. The objective is to learn about another culture while also learning how to approach the study of and engagement with that culture. There will also be a travel component to provide for first-hand engagement with the culture studied. Credit, 3 semester hours.

HON 4000. Research Methods and Prospectus

Preparation of a prospectus for the thesis or project, in consultation with an advisor. Group discussion on the methodology, standards, and experience of research and criticism. Pass/Fail grading. Fall. Credit, 1 semester hour.

HON 4500. Honors Thesis/Project

Preparation of a thesis or project in consultation with a faculty committee chosen by the student; presentation of the work in seminar. Independent study in the student's major is encouraged. Spring. Credit, 3 semester hours.

HON 4990. Honors Independent Study
Open to Honors College students to pursue supervised independent innovative learning. Independent study may include laboratory research, study abroad, or mentored independent projects. Requires written permission of the proposed mentor and the Honors College Dean. Credit, 1 - 3 semester hours. May be repeated for a total of 6 hours in no more than two semesters.

TEACHER EDUCATION PROGRAMS

The University offers teacher licensure programs through the School of Education and secondary licensure programs through departments in the College of Arts and Sciences.

For a description of the Teacher Education program and its requirements and policies, see the School of Education section.

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean of the School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in the School of Education section of this catalog. Please note that some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. If you are looking for information about a specific program area, refer to the chart below to find out where it is housed and the name of the program coordinator.

Undergraduate Licensure Program Area	Location	Program Coordinator
Biology Education (secondary 9-12)	Dept. of Biology	Ms. Rachel McBroom
English Education (secondary 9-12)	Dept. of English, Theatre, and Languages	Dr. Virginia P. Jones
Mathematics Education (secondary 9-12)	Dept. of Mathematics and Computer Science	Dr. Mary Klinikowski
Science Education (secondary 9-12)	Dept. of Biology	Ms. Rachel McBroom
Social Studies Education (secondary 9-12)	Dept. of History	Dr. Jeffrey Lucas
Art Education (K-12)	Dept. of Art	Dr. Tulla Lightfoot
Music Education (K-12)	Dept. of Music	Dr. Gary Wright
Physical Education (K-12)	Dept. of Health, Physical Education, and Recreation	Dr. Tommy Thompson
Special Education (K-12)	Dept. of Professional Education Programs	Dr. Larry Schultz
Birth to Kindergarten (B-K)	Dept. of Professional Education Programs	Dr. Karen Stanley
Elementary Education (K-6)	Dept. of Professional Education Programs	Dr. Swannee Dickson
Middle Grades Education (6-9)	Dept. of Professional Studies & Middle Grades	TBA

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

TEACHING FELLOWS PROGRAM

Director: Karen Granger

The University of North Carolina at Pembroke is one of the fourteen institutions participating in the North Carolina Teaching Fellows Program. See the School of Education for a description of this program.

COLLEGE OPPORTUNITY PROGRAM

Director: Deana Johnson

Robin Oswald

The College Opportunity Program is designed to admit a limited number of students who meet most, but not all, of The University of North Carolina at Pembroke's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores. The application for admission should be filed as early as possible.

Students enter the College Opportunity Program in the summer for a five-week session, which includes freshman testing and courses designed to develop academic skills which will be necessary for the Fall Semester. Students who successfully complete these summer courses are then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 15 hours of academic courses. In addition, students meet regularly with the COP advisor for academic counseling. Students who meet the University's academic eligibility requirements and have successfully completed the College Opportunity Program (made a "C" or better in both ENG 1050 and ENG 1060) then continue at the University as other regularly admitted students.

CAREER DEVELOPMENT PROGRAM

Director: Denisha Sanders

This program, offered by the Career Services Center, is designed for students at all academic levels and in all majors. The purpose of the program is to assist students in developing the skills required for successful, lifelong career planning.

COURSE (CAR)

CAR 1010. Introduction to Career Development

Students are exposed to all aspects of the career planning process, including self-assessment, decision-making related to choosing a major and identifying related career options, goal setting, career and job research, and job search tools and strategies. Spring. Credit, 2 semester hours.

INTERDISCIPLINARY MAJORS AND MINORS

AMERICAN STUDIES MAJOR and MINOR

Coordinator: TBA

American Studies is an academic discipline concerned with the diversity of the American experience; it is a liberal arts program designed to provide students with an opportunity for multidisciplinary study of the culture of the United States through a variety of perspectives, including history, art, music, literature, film, ethnic studies, and gender studies. Having a cultural studies focus, the program examines America through forms of expression and through its major social, economic, and political structures, both in the past and the present.

See the Department of History for a complete description of this program.

SCIENCE EDUCATION MAJOR

Coordinator: Rachel McBroom

See the Department of Biology for a description of this interdisciplinary program for teacher preparation, which offers teaching concentrations in Biology, Chemistry, Earth Science, or Physics.

AFRICAN AMERICAN STUDIES MINOR

Coordinator: Frederick H. Stephens

The Departments of Social Work; English, Theatre, and Languages; Geology and Geography; History; and Political Science and Public Administration offer a multidisciplinary minor in African American Studies. This program is designed to introduce the student to the knowledge base of African American contributions to American society and to provide a theoretical approach to understanding African American culture. The student interested in this multidisciplinary minor will have the opportunity to conduct research in areas of African American Studies.

Requirements for an African American Studies Minor **Sem Hrs.**

Guided Electives: Students must take 18 hours from the courses below, selecting courses from at least three different areas (i.e., SWK, ENG, GGY, HST, PSPA).*

Area 1: Social Work/Sociology and Criminal Justice

SWK 3820/SOC 3820 African American Populations

Area 2: Literature

ENG 2100 African American Literature; ENG 3100 The Harlem Renaissance; ENGS 2xxx (relevant topics only); ENGS 4xxx as AASS 4xxx (relevant topics only)

Area 3: Geography

GGYS 4xxx as AASS 4xxx (relevant topics only)

Area 4: History

HST 3610 as AAS 3610; HST 3620 as AAS 3620; HST 3750 as AAS 3750; HST 4020 as AAS 4020 (relevant topics only); HSTS 4xxx as AASS 4xxx (relevant topics only)

Area 5: Political Science

PSPA 3750 as AAS 3750; PSPS 3000-3100 as AASS 3000-3100 (relevant topics only); PSPA 3980 as AAS 3980 (relevant topics only); PSPA 4200 as AAS 4200 (relevant topics only); PSPA 4300 as AAS 4300

Total: 18

*Permission of the African American Studies Coordinator is required before any topics course may be used to meet the requirements for the minor in African American Studies.

APPLIED GERONTOLOGY MINOR

Coordinators: Stephen M. Marson with the assistance of David Dran

The Programs in Biology, Nursing, Recreation, Sociology, and Social Work offer an interdisciplinary Minor in Applied Gerontology. The Minor is designed to enhance the student's knowledge base in gerontology for both personal growth and professional advancement. The Minor offers the student understanding of causal linkages between the changes in biological functioning and their psychosocial adaptations. The Minor also addresses the manner in which one can effectively deal with the changes of aging while still maintaining a productive life. Any course that is offered by the Southeastern Gerontology Consortium [SGC] is automatically approved for the Minor. For more information about the SGC, see www.uncp.edu/home/marson/SGC.

In order to successfully complete the Minor in Applied Gerontology, the student is required to enroll in a field practicum within his/her major. The internship must be completed under the auspices of an institution or agency whose primary function is related to the elderly population.

Requirements for an Applied Gerontology Minor	Sem. Hrs.
Select 17 hours from the following: BIO 1030 or PED 3490 (3), SWK 2700 (2), NUR 3300 (3), PSY 3050 (3), REC 4250 (3), SOC 3750 (3), SWK 3840 (3), and any course with the GERS designation sponsored by the Southeastern Gerontology Consortium	
Complete a field practicum in an agency that serves the elderly population	
	Total: 17

BRITISH STUDIES MINOR

Coordinator: Charles Beem

The Departments of History; English, Theatre, and Languages; and Philosophy and Religion offer a minor in British Studies. This program is designed to provide an interdisciplinary curriculum for History majors pursuing an emphasis in British history and English majors specializing in British literature, to broaden their understanding of the cultural, social, and political evolution of Great Britain.

Requirements for a Minor in British Studies	Sem. Hrs.
Core Requirements	6
HST 2140; ENG 2470 or 2480	
Guided Electives: Four courses from at least two different departments, with a minimum of three 3000- or 4000-level courses	12
History: HST 4170, 4410, 4420, 4430, 4510**	
English: ENG 2470*, 2480*, 3110, 3120, 3150, 3160, 3420, 4510, 4570; ENGS 2xxx***, 33xx***, 4xxx***	
Philosophy and Religion: PHI 2040, 4050	
(Other courses focusing on Britain may be approved by the program coordinator.)	
	Total: 18

*if not used as a core course
**when offered as a British history topic
***when offered as a British literature topic

GENDER STUDIES MINOR

Coordinators: E. Brooke Kelly and Rasby Marlene Powell

See the Department of Sociology and Criminal Justice for a description of this interdisciplinary program.

MEDIA INTEGRATION STUDIES MINOR

Coordinator: John Antoine Labadie

Media Integration Studies (MIS) is an opportunity for interdisciplinary study in digital studios within three academic departments: Art, Mass Communication, and Music. Projects and assignments emphasize various aspects of applied information technologies (IT) often termed multimedia. Instruction in the use of both hardware and software emphasizes the following areas: still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Additional courses for the MIS minor are offered by the departments of English, Philosophy, and Sociology and Criminal Justice. Students involved in the MIS minor thus have the opportunity to study, across six academic departments, both the practice of mulltimedia as well as the effects of such media on the individual, on society, and in the arts.

Requirements for a Media Integration Studies Minor	Sem. Hrs.
Required Courses: ART 2020, ART/BRD/MUS 3800, 4580, 4800	12
Electives: Choose 2 courses from PHI 1020, MCM 2100, SOC 2220, ENG 2900, ART 2500, BRD 2800, MUS 3580	6
	Total: 18

PERSONNEL AND ORGANIZATIONAL LEADERSHIP MINOR

Coordinator: Ed Powers

The Departments of Psychology and Counseling and Political Science and Public Administration and the School of Business offer an interdepartmental minor in Personnel and Organizational Leadership. This program is designed to provide the following competencies: 1) a theoretical understanding of the basic psychological processes that operate in work settings; 2) skill in establishing rapport with co-workers; 3) skill in assessing the qualifications and performance of others; 4) skill in managing and training others; and 5) a theoretical understanding of organizational structure and the forces that influence it.

Students majoring in any subject are eligible to participate in the Personnel and Organizational Leadership minor. Those who are interested should consult with the department chair from Psychology and Counseling or Political Science and Public Administration or the dean of the School of Business. Since many courses in the minor have prerequisites that can be taken to meet General Education requirements, early planning will be to the student's advantage.

Requirements for a Minor in Personnel and Organizational Leadership	Sem Hrs.
Psychology: select 3 courses from the following PSY 2160, 3160, 3170, 4030, 4150	9
Management/Administration: select 3 courses from the following MGT 3060, 3090, 4080, 4660; ECN 4070; PSPA 2100, 3190, 3600	9
	Total: 18

A particular course cannot be used to satisfy the requirements of both a major and a minor at the same time.

SUBSTANCE ABUSE MINOR

Coordinators: Norman Layne and Sherry Edwards

A 19-20 semester hour undergraduate minor in substance abuse is available to undergraduate students from any major. Students interested in obtaining jobs in substance abuse will find that completion of this minor will enhance their marketability with regard to entry-level jobs. Further, for those students interested in working toward North Carolina Substance Abuse Certification, the Coordinators will provide guidance and assistance that will facilitate the achievement of Certification in North Carolina.

Requirements for A Minor in Substance Abuse	Sem. Hrs.
Required Courses: SAB/CRJ 2830 or SWK 3800, SAB 3770, SAB 4550, SOC 3780 or SAB 4610	12
Elective Courses: Select 8-9 hours from the following: CRJ/SOC 3670, CRJ/SWK 3500, SAB/SWK 2700, SOC 2090, SOC 3030, SOC/SWK 2450, SOC 3790	8-9
	Total: 20-21

COURSES (SAB)

SAB 2700. Medical Terminology (SWK 2700)

Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social behavioral science curricula who seek careers in medical organizations. As announced. Credit, 2 semester hours.

SAB 2830. Interviewing Skills (CRJ 2830)

This course teaches practical skills and the theories behind them for interviewing and recording of interviews in legally and emotionally sensitive areas, such as knowledge about criminal conduct and victimization, child, domestic and substance abuse. Systems theory is applied to the selection of techniques to be used in different interviewing circumstances, recognizing such critical status distinctions as victim, witness, or suspect. The course employs lecture, discussion, readings, interviewing assignments, simulations, role-playing, audio-visual taping, and documentation exercises. As announced. Credit, 3 semester hours.

SAB 3770. Drug Use and Abuse (HLTH 3770)

A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Fall. Credit, 3 semester hours. Prerequisite: SOC 2010 or permission of instructor.

SAB 4550. Treatment of Alcohol and Drug Addiction (SWK 4550)

Substance abuse treatment and rehabilitation involving individual clients, families, and groups is addressed. Modalities of treatment, treatment planning, case management, and managed care in addictions are also addressed. Spring. Credit, 3 semester hours.

SAB 4610. Addiction and Women (SOC 4610)

An analysis of women's experiences of addiction, the societal response to female addiction, and the treatment resources and services that are needed to prevent and treat female addiction. Topics covered include the centrality of relationships in women's lives, sexual abuse and addiction, addiction and traditional gender roles, and parenting issues for substance abusing women. Fall, odd-numbered years. Credit, 3 semester hours.

WORLD STUDIES MINOR

Coordinator: Elizabeth Normandy

Eighteen semester hours are required for the satisfactory completion of the minor in World Studies. Courses that fulfill the requirements of the student's major area of study cannot be applied toward this minor. The minor is divided into specified and elective courses.

Requirements for a Minor in World Studies	Sem. Hrs.
World Studies: select two courses from WLS 2000, 2510, and 4500	
Elective Courses: select four with coordinator (see below)	
	Total: 18

COURSES (WLS)

WLS 1000, 1010, 1020, 1030. University Convocation Program

The World Studies Committee offers four one-hour courses to encourage student attendance at campus lectures and cultural events. Each course is given on a Pass/Fail basis. To receive credit, students must attend ten events which have been approved by the World Studies Committee. Fall, Spring. Credit, 1 semester hour.

WLS 2000. World Cultural Geography (GGY 2000)

Concept of culture applied to the human environment. Geographical variations and evolution resulting from the interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

WLS 2100. Multicultural Center Internship

This internship will provide students with a deeper understanding of cultural relations and the administration of a cultural center. Students may be assigned research on a cultural topic and will be required to submit papers as well as prepare a related exhibit for public display. Credit, 3 semester hours, PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 2510. Introduction to World Politics (PSPA 2510)

This course gives students a basic understanding of the major issues and aspects of world politics. It includes an overview of trends in world politics in the twenty-first century, considers the relevant global actors, explores the relevance of non-state actors, and focuses on the increasing importance of issues relating to global welfare. A central premise is that world politics is a combination of political, historical, economic, and sociological factors which are not static. Fall, Spring. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

WLS 3200. Service Internship

This internship is designed to provide credit for those students (especially volunteers) who provide service to other cultures abroad, but could also be applied to service to groups of foreigners domestically. Students will be required to submit a substantive report regarding this experience. Credit, 1 to 3 semester hours PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 3300. Study Abroad

Students who successfully study abroad for a trip lasting a minimum of one week and a maximum of two semesters in a University-approved program will be required to prepare a substantive report regarding their experiences while abroad or report on a particular point of interest they may have researched while in a foreign country. Credit, 1 to 7 semester hours, PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 4500. Seminar in International and Intercultural Relations

Research seminar to gain experience in formulating, designing, and implementing meaningful research projects in international and intercultural relations. A substantial paper will be prepared by the student and presented to the Seminar and World Studies faculty. Fall, Spring. Credit, 3 semester hours. PREREQ: Approval of World Studies Minor Coordinator.

ELECTIVE COURSES (Select four)

Courses must be selected by the student, approved by the Coordinator, and noted in the minor advisement file of the student. A minimum of 12 unduplicated semester hours will be chosen. Participating departments include:

Biology
Management, Marketing, and International Business
Geology and Geography (Geography)
English, Theatre, and Languages
History
Philosophy and Religion
Political Science and Public Administration
Sociology and Criminal Justice

HEALTH PROFESSIONS PROGRAMS

In addition to the Bachelor of Science in Nursing, described in the College of Arts and Sciences section, the Departments of Biology and Chemistry and Physics provide curricula which meet the requirements for admission into most schools of medicine, dentistry, veterinary science and medical technology. In addition, students wishing to pursue a degree in a variety of other health related professions such as pharmacy, optometry, physical therapy, etc., can obtain some of the required college preparation (generally two years) at UNC Pembroke prior to transfer to the appropriate professional

school. In each case, admission to the professional school is competitive and completion of the prescribed curriculum at UNCP does not guarantee such admission. Because entrance requirements vary with the profession and with individual schools, it is the responsibility of the student to be familiar with the requirements of the specific school to which he or she plans to apply. Advice or assistance can be obtained from the Health Careers Counselor, or from any biology or chemistry faculty member.

PRE-HEALTH CURRICULA AND DEGREE PROGRAMS THAT LEAD TO THE HEALTH PROFESSIONS

Curricula	Degree Programs
Pre-Medical, Pre-Dental, Pre-Pharmacy, Pre-Medical Research, Pre-Veterinary Medicine, Pre-Medical Technology, Pre-Optometry, Pre-Nursing, Pre-Public Health, Pre-Allied Health	B.S. Biology, B.S. Chemistry, B.S. Applied Physics, B.S. Psychology, B.S. Mathematics, B.S.N. Nursing

PREPROFESSIONAL CURRICULA IN MEDICINE

Although a B.S. degree is technically not a prerequisite for these programs, the large majority of students who apply and are accepted do hold an undergraduate degree. It is therefore recommended that students interested in these areas pursue a B.S. degree. The Departments of Biology and Chemistry and Physics offer B.S. programs with biomedical emphasis that enable a student to meet requirements for most professional schools. These programs are detailed in the program descriptions of the Departments of Biology and Chemistry and Physics.

ACCELERATED PROGRAM IN MEDICAL TECHNOLOGY

UNCP offers a program to its biology majors in affiliation with hospitals approved by the Council on Medical Education of the American Medical Association which gives, by the board of registry of Medical Technologists, a medical technology certificate. In this program the students complete six semesters of on-campus study and one year of study and training in an affiliated hospital. After satisfactory completion of the fourth year (hospital training), UNCP will award the B.S. degree in biology to the students. Undergraduate students enrolled in the fourth year of the accelerated program in medical technology must pay tuition to both UNCP (not including fees) and to the affiliated hospital. Details of the medical technology programs appear in the program descriptions of the Department of Biology.

Currently, the Biology Department has formal affiliations with McLeod Regional Medical Center in Florence, S.C. Dr. Vera C. Hyman, M.D., and Ms. Vicki Anderson, M.T., the program director and the education director at McLeod Medical Center, are regarded as adjunct professor and lecturer respectively at the University of North Carolina at Pembroke. Although the affiliation agreement does provide UNCP students some preference in the admissions process, it should be noted that admission to the hospital program is competitive and that the admissions process is a function of the hospital program.

It should be noted that this is an accelerated program which allows the student to complete in four years a program that often requires five years. Students may elect the alternate route in which a B.S. degree in biology (biomedical emphasis) is obtained before application to a hospital program. Students electing this route are eligible to apply to any school of medical technology and are not limited to programs affiliated with The University of North Carolina at Pembroke.

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REQUIREMENTS FOR BACCALAUREATE GRADUATION

Though appropriate UNCP faculty and staff make every effort to insure that students register for the courses required by their chosen degree program, the ultimate responsibility for meeting graduation requirements lies with the individual student. Each candidate for graduation must meet all of the following requirements:

1. Have a minimum of 120 to 128 semester hours of course work in accordance with specific degree requirements, excluding ENG 0104, MAT 0104, EDN 0104, MUS 0106;
2. Have successfully completed the General Education Program;
3. Earn a grade of "C" (2.0) or better in both English composition courses, ENG 1050 and ENG 1060;
4. Have successfully completed a program for an academic major;
5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum cumulative quality point average of 2.0 in all work attempted at the University of North Carolina at Pembroke;
6. Have a minimum overall cumulative quality point average of 2.0 in the major field of study;
7. Complete a minimum of 9 semester hours above the General Education Program level in the major field of study at UNC Pembroke if the student transferred here;
8. Be registered during the academic year in which the student's graduation occurs;
9. Complete the last 25 percent of course work in residence at UNC Pembroke. An internship or study abroad program approved by the Dean and the Department Chair may be substituted unless it reduces the number of semester hours in residence at UNC Pembroke to fewer than 30;
10. Count no more than 3 semester hours of activity courses toward the credit hours required for graduation. Activity courses are defined as having: no regularly scheduled class meeting time, no well defined instructional format, and no graded (A, B, C, D) work required. Excluded from this definition are FRS 1000 (Freshman Seminar) and supervised internship courses;
11. Count no more than 24 semester hours of correspondence and/or extension credit (with no more than 12 hours of correspondence from regionally accredited institutions toward a degree, provided that such correspondence credit is approved by the Office of the Registrar and will not be applied to satisfy specifically stated course requirements in major programs) (NOTE: Any student needing to take correspondence work after admission to study at UNC Pembroke may be permitted to do so only after obtaining formal approval from the student's academic advisor, from the Office of Academic Affairs, and from the Office of the Registrar.);
12. Meet the requirements of one catalog which were current at the time the student entered this institution or a subsequent catalog. Students will not be allowed to meet some of the requirements of one caralog and some of the requirements of another catalog;
13. Meet the requirements of the catalog in effect at time of readmission or those of a subsequent catalog if attendance is interrupted for more than one semester;
14. Have the recommendation of the faculty;
15. Make application for the degree by November 1st for the following spring or summer commencement and April 1st for the following winter commencement when earned hours

reach 75 (end of first semester of junior year).

a. Complete (including all required signatures) a Degree Application Form (available in the Office of the Registrar);

b. Pay a non-refundable graduation fee of $40 by the required date or an additional $25 late filing fee will be charged;

c. If a candidate fails to qualify by the time of commencement, but does qualify at a later time, the student must submit another application and a $25 diploma fee;

d. If the candidate fails to meet this requirement as specified, the student must wait until the next commencement to receive his or her degree;

16. Satisfy all financial obligations to the University.

All candidates are encouraged to complete a file in the Career Services Center.

COMMENCEMENT

A student may complete graduation requirements at the end of fall, spring or summer session. A student who completes requirements in fall or spring is required to attend commencement at that time. A student who completes graduation at the close of the summer sessions will have the option of returning to participate in the winter commencement or of receiving the diploma in absentia. If the student elects to receive the diploma in absentia, the student must submit to the Registrar one month prior to commencement a written request which indicates the address to which the diploma will be mailed. The diploma will be mailed after commencement.

A student may participate in commencement exercises if he or she has met all the requirements for graduation. When commencement takes place before final grades are processed, a student may participate in commencement if the Registrar has not been notified that the student will not meet all the requirements by the last day of exams.

PERMISSION TO TAKE A COURSE AS A VISITOR AT ANOTHER UNIVERSITY

Students who wish to enroll in courses at other institutions to apply toward a degree at UNCP must adhere to the following policies:

1. Have written approval from their UNCP advisor.
2. Have written approval from their UNCP Department Chair if the course is part of their major curriculum.
3. Have written approval from the UNCP Registrar.
4. Have a minimum QPA of 2.0.
5. Be in good social standing.
6. Have an official transcript submitted to the UNCP Office of the Registrar immediately upon completion of the course.
7. After attaining junior standing (60 hours), no student may take or transfer courses from any two-year college.
8. After completing 75% of course work, no student may take or transfer courses from any other academic institution.
9. Courses accepted for transfer credit will be evaluated in terms of UNCP's academic policies, curriculum and the student's proposed program at UNCP. Fractional credit will not be granted for partial completion of any course.
10. Credit hours will transfer for courses in which the student earns a "C" or better. Grades earned at other institutions are not used to compute UNCP's quality point average.
11. Permission will not be granted to repeat a course at another institution. Students may elect to repeat any course if the original course and the repeat course are taken at UNCP.

COURSE LOAD AND PROGRESS TOWARD GRADUATION

Students are expected to enroll in at least 15-16 semester hours credit per term so that it is possible for them to graduate in four years (eight semesters). Full-time students must carry at least 12

semester hours each semester. The maximum load is 18 semester hours except as follows. Students who are on the Honors List may take up to 19 semester hours; students who are on the Chancellor's List may take up to 21 semester hours. Summer session students may carry no more than 7 semester hours each summer session term. All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution

All undergraduate degree programs at UNCP require between 120-128 semester hours for graduation. In order to graduate in 4 years (8 semesters), it is necessary to take (and pass) 15-16 semester hours for 8 semesters. Students must work with their advisors and their major departments to ensure that they follow the scheduling sequence of required courses for their majors.

Students entering as of fall 1994 who take more than 140 hours to complete a baccalaureate degree must pay a tuition surcharge of 25%. (See Tuition and Fees.)

ACADEMIC PROCEDURES AND POLICIES

Students are expected to learn the University requirements and regulations which are applicable to them, and are individually responsible for meeting all such requirements and regulations. *Before the close of each semester, the student is expected to discharge all financial obligations to the University.* A student may not register for a new semester nor receive a degree, certificate, or transcript until all University bills are paid.

UNDERGRADUATE GRADING AND ACADEMIC ELIGIBILITY

Regulations concerning academic eligibility are subject to constant revision and change. In the event of a change all students will conform to the newer regulations.

Classification of Students

Regular students at UNCP are classified according to the number of semester hours they have earned in keeping with the following table:

Less than 30 hours-Freshman	60 to 89 hours-Junior
30 to 59 hours-Sophomore	90 hours to graduation-Senior

Grading System (Undergraduate)

Students may view their midterm and final grades on BraveWeb. Students needing a copy of their grades may print them from BraveWeb or request a transcript.

A letter grade and plus-minus system for evaluating academic performance is used for evaluating all undergraduate students. Each letter grade has a quality point value for each semester hour it represents. The hour and quality points are used in determining a student's grade point average for a semester's work and in averaging grades for all work completed to find a student's cumulative quality point average.

Academic eligibility for a student shall be determined by current regulations.

The letter grades and quality points represented by each, as of 1 January 1989, are as follows:

A = 4.0	B-=2.7	D+ = 1.3	P = 0.0
A- = 3.7	C+= 2.3	D = 1.0	I = 0.0
B+=3.3	C = 2.0	D- = 0.7	T= 0.0
B = 3.0	C- = 1.7	F = 0.0	W or AU= 0.0

The "P" grade is earned in designated courses and carries semester hours credit. However, the hours are not counted in quality hours. Quality hours are the hours used in figuring quality point averages.

The "I," or incomplete grade, is given when a student is unable to complete required work

because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the "I" grade is requested. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

The "T," grade pending, is given only for University Honors College courses until the thesis or project is completed.

The "W" grade is assigned when a student withdraws from a course during the designated drop-add period or when special permission is granted to withdraw (see below, for withdrawal process). When a student receives a "W" grade, the grade is recorded, but the semester hours attempted are not counted as quality hours.

Audited classes are listed on the permanent record. They are designated by the letters "AU." The AU's and W's will be listed as attempted hours, but not as quality hours for figuring quality point averages.

Quality Point Average and Scholastic Standing

Scholastic standing at UNC Pembroke is based on the quality point average. To figure quality point average, multiply the number of quality hours (attempted hours minus P credits, AU's and W's) assigned to each course by the number of quality points received, add the quality points received for all courses, and divide by the number of quality hours.

Example:

Course	Final Course Grade	Quality Hours	x	Quality Points	=	Quality Points Earned
Course A	C+	3	x	2.3	=	6.9
Course B	B-	3	x	2.7	=	8.1
Course C	A	1	x	4.0	=	4.0
Course D	P	0*	x	0.0	=	0.0
Course E	F	1	x	0.0	=	0.0
Course F	B	3	x	3.0	=	9.0
Course G	A-	3	x	3.7	=	11.1
Course H	I	2	x	0.0	=	0.0
		Total Quality Hrs. 16				Total Quality Pts. 39.1

Quality Point Average = 39.1 divided by 16 = 2.44

*A grade of P counts as hours earned but not as quality hours and is computed as 0 hours in figuring quality point averages.

A cumulative quality point average is obtained by including in the quality point average calculation the quality hours and quality points received from UNCP only.

Minimum Scholastic Requirements

To indicate to a student his/her scholastic standing, four categories have been established: good standing, warning, probation, and suspension. Suspension means a minimum of two semesters separation from the University to allow more maturation in those attributes that enhance the student's academic ability.

Required levels of academic achievement increase progressively over the approximately four years leading to graduation. This is in recognition of the adjustment period of transition from high school to college level, which is sometimes difficult. The total semester hours from all colleges attended

will be the basis for determining the required minimum cumulative Quality Point Average (QPA). However only those grades earned at the University will be used to compute the student's cumulative quality point average. The cumulative quality point averages required are as follows:

Semester Hours	Quality Point Average
1-29	1.500
30-59	1.750
60-89	1.875
90 or more	2.000

Academic Warning and Probation Policy

A student who falls below the specified cumulative grade point average for the number of quality hours attempted (including transfer hours) will be placed on warning (1-18 attempted hours) or probation (19 or more attempted hours) and restricted to enrollment of not more than 13 semester hours.

The following policies will apply to students who are placed on warning/probation:

1. In order to be taken off warning/probation, the student with 1-18 attempted hours must reach the required grade point average in two (2) semesters; the student with 19 or more attempted hours must reach the required grade point average in one (1) semester.
2. If the required cumulative minimum grade point average is not reached in the specified time, the student may continue on warning/probation if a grade point average of 2.0 or higher is earned for the probationary semester[s].
3. If either of the above requirements is not satisfied, the student will be suspended for two (2) semesters.
4. Any new student (first-semester freshman or new transfer student) who receives all "F"s in academic (three-semester-hour) courses will be placed on academic probation. In order to continue in the second semester, an academic contract must be completed in the Center for Academic Excellence, and the student must enroll in a 6-week, non-credit Academic Success Seminar. One of the following conditions must be met to avoid a two (2) semester suspension at the conclusion of the second semester: (a) a second semester quality point average (QPA) of 2.0 or higher, and/or (b) an overall quality point average (QPA) above, or equal to, the University minimum for the number of earned semester hours.

a. Suspension and Readmission

After at least two semesters of academic suspension for failure to meet the Minimum Scholastic Requirements outlined above, a student may apply for readmission. Before registering for classes, the student must meet with the Program Advisor and complete an "Academic Success Contract" that specifies the actions the student will take to improve his/her academic standing. The Academic Success Contract will specify the following, all at the discretion of the Program Advisor: 1) the number of semester hours (6-13) for which the student can register, 2) a schedule of regular meetings with the Program Advisor, 3) class attendance policies, and 4) other appropriate intervention strategies.

Only after the Academic Success Contract is signed by the student and the Program Advisor will the student be allowed to register for courses. Copies of the Academic Success Contract will be kept on file in the Center for Academic Excellence and the Academic Affairs Office. The student's advisor and the student will also receive copies.

b. Suspension and Early Readmission

A student may appeal his or her two-semester suspension by complying with the following procedure:

1. Meet with the Program Advisor and complete an Academic Success Contract, as defined above.
2. Enroll in a 6-week, non-credit seminar on academic success.
3. Present a written appeal to the Readmission Appeals Committee at least four days prior to registration for classes that contains the following items:

A) justification for the student's early readmittance;
B) written proof of health, personal, or other problems that may have affected the student's academic performance in the past, with an explanation of how these problems will be remedied
C) a signed copy of the Academic Success Contract.

If the required cumulative minimum grade point average is not reached by the end of the semester, the student may continue on warning/probation if a grade point average of 2.3 or higher is earned for the probationary semester.

c. Special Readmission Policy (See Admissions section of the catalog.)

ACADEMIC HONORS

Graduation with Honors

Graduating seniors may be considered for honors if they have earned a Quality Point Average (QPA) of at least 3.4 for 45 semester hours of course work in residence at UNCP. All course work attempted (including quality hours from other institutions and repeated hours) will be included in the calculation of the cumulative QPA for determining the particular honors designation awarded. Students who attain a cumulative QPA of 3.85 or higher are graduated *summa cum laude*. Those who achieve a minimum cumulative QPA of 3.7 are graduated *magna cum laude* and students whose cumulative QPA is at least 3.4 are graduated *cum laude*.

Students who achieve the hours and the QPA requirement at the beginning of the last semester of their senior year will be recognized at commencement. The final assessment is done after graduation and honors are pending for all students until this is completed. The honors designation will appear on the student's diploma and transcript.

Honors/Chancellor's List

Students are eligible for Honors List if they achieve a minimum semester quality point average of 3.2 while passing at least 12 semester hours of course work; none of the 12 hours may be Pass/Fail.

Students are eligible for Chancellor's List if they achieve a minimum semester quality point average of 3.7 while passing at least 12 semester hours of course work; none of the 12 hours may be Pass/Fail.

ORIENTATION AND ADVISEMENT

New Student and Family Orientation and Testing

The Office of New Student and Family Orientation offers several programs during the spring and summer of each year to acquaint new students and family members with the academic, co-curricular, and social opportunities offered at the University. These programs are designed to ease the transition of incoming students and their family members to UNC Pembroke. All students who are required to attend New Student and Family Orientation will be mailed information concerning the program. In addition, freshman students are required to attend the Experiencing a "Brave" New World Welcome Program in August.

Students requiring placement testing will take a battery of University-administered tests prior to the student's first registration. Those students will register for classes after they have completed their placement exams. The tests will be administered during one of the testing dates offered during the year. The tests are not entrance examinations and will not deny admission to any student. The purpose of these tests is to provide information to assist in advising every student and in planning the student's academic schedule.

Those students who score below acceptable standards on the University-administered test in Composition will be placed in ENG 0104. Students who score below acceptable standards on the University-administered mathematics test will be placed in MAT 0104. Students placing in one or more of these courses will be advised to limit their course loads to 12 semester hours during their first semester and to seek tutorial aid. ENG 0104 and MAT 0104 do not count toward graduation.

Academic Advisement

New freshmen are advised by the staff of the Center for Academic Excellence when registering for first semester courses, after which time they will be assigned faculty advisors. In most cases, Freshman Seminar instructors become their students' advisors. When a student declares a major, he or she will be assigned an advisor in the appropriate academic department. The advisor's role is to assist the student in planning a suitable academic program and to maintain a record of progress during the student's college career. However, the final responsibility for meeting all academic program requirements lies with the student. The Center for Academic Excellence also serves as a resource center for students who may wish to seek additional academic help. In addition, faculty members may refer students to the Center for Academic Excellence for academic counseling.

REGISTRATION PROCEDURES AND POLICIES

Registration

Each student must complete registration online. No student is considered to be officially registered until the student has completed registration as outlined below. Students who fail to complete registration as prescribed will have their names dropped from all class rolls. If these students subsequently request to register, they must follow registration procedures just as if they had not started registration before.

The advisor's role is to assist the student in planning a suitable academic program. However, the student is responsible for following all applicable academic regulations. This includes general education requirements, prerequisites, and major/minor requirements. Students are individually responsible for all course registrations and for completing the requirements for graduation. The Office of the Registrar will drop students who register for courses without following departmental or University regulations. Each student must register online prior to the first day of class. After classes begin, each student must register in person in the Office of the Registrar.

The University has a two-phase registration system: the early registration phase and the regular registration phase.

Students currently enrolled at the University of North Carolina at Pembroke may complete their registration by: (1) consulting with their advisor during the designated early registration period, (2) obtaining the registration material (Permit to Register Card) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work online, and (4) paying tuition and fees to the Cashier's Office.

Students entering UNCP for the first time or returning after an absence of one semester or more may complete their registration by: (1) consulting with their advisor during the designated registration period, (2) obtaining a Permit to Register Card and preparing their class schedule for the semester, (3) registering for the approved course work online, and (4) paying tuition and fees at the Cashier's Office.

Adding, Dropping, and Withdrawing from Courses

After a student has completed registration the only way the student's schedule can be changed is through the drop-add procedure. To add a course a student must obtain a Drop-Add Form from an academic department, complete the form, have it approved by his or her advisor, obtain the signature of the gaining professor, and present the form to the Office of the Registrar. To drop a course a student must obtain a Drop-Add Form from an academic department, complete the form, have it approved by his or her advisor, and present the form to the Office of the Registrar.

A student may withdraw from a course after the drop-add period but prior to and including the last day of the first week of classes after midterm grades are reported, with a grade of W, if the student obtains the signature of her or his advisor.

Withdrawal without penalty from a course or courses after the deadline for withdrawal, but before the last two weeks of classes in the semester, may be approved only for appropriate cause such as serious illness. Appropriate documentation is required. Unsatisfactory academic performance does not by itself constitute sufficient reason to grant a late withdrawal.

The student should secure a course withdrawal form from the Registrar's office, obtain the instructor's signature and the advisor's signature, and return the form to the Academic Affairs Office for review. Approved requests receive W in the course. A copy of the completed form and any required documentation must be on file with the Academic Affairs Office before a late course withdrawal will be considered. A second copy of the completed withdrawal form will be forwarded to the Registrar's Office for entry of the assigned grade.

Withdrawal from the University

Up to the last day to receive a W in a course, a student may complete a "Request for Withdrawal" form, available from the Office of the Registrar. The student should get the required signatures, take the I.D. card to the Student Accounts Office, and return the form to the Office of the Registrar. The University makes applicable refunds only after the withdrawal procedure is completed.

After the last day to receive a W in a course, the Office for Academic Affairs approves withdrawal from the University without academic penalty only when unusual and documentable circumstances warrant. Unsatisfactory academic performance does not by itself meet the requirement. As soon as possible, and no later than before the beginning of the last two weeks of classes in the semester, the student petitioning to withdraw from the University must meet with the Assistant Vice-Chancellor for Academic Affairs, present the required documentation, and complete the necessary forms. Approved requests receive W in all courses. Students who stop attending classes without completing the withdrawal procedure ordinarily receive an F in courses for which they are registered.

Repetition of Course Work

A student who wishes to repeat a course must adhere to the following policies:

1. The original course and the repeat course must be taken at UNCP.
2. The course being repeated must be the same course taken previously; no substitutions are allowed.
3. Students may repeat a course a maximum of three times. Exceptions to this limit require approval of the chair of the department offering the course and the appropriate dean.
4. All grades received in courses repeated will be used to compute the quality point average, unless the student elects to use a grade replacement (see "Grade Replacement Policy" below).
5. A student will receive credit (earned hours) for a course one time, and the most recent grade will be used in meeting graduation requirements.
6. All entries remain a part of the student's permanent record.

Grade Replacement Policy

a. Students Entering UNCP Prior to Fall 1994

Undergraduate students who entered UNCP before the fall of 1994 and who follow the repeat policy will automatically have the grade replaced for all eligible repeats. The semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements. However, all entries remain a part of the student's permanent record.

b. Students Entering UNCP for Fall 1994 and Thereafter

Beginning with the fall semester of 1994/ undergraduate students who enter UNCP and who wish to replace a course grade must adhere to/the following policies:

1. A student must follow all regulations regarding repetition of course work.
2. Some courses may be taken more than once for full credit; these courses are not eligible for grade replacement.
3. The semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements.
4. Students entering UNCP as freshmen will have the option of replacing a maximum of 15

credit hours with improved grades earned by repeating courses. No student is eligible for more than 15 hours of replacement credit regardless of his/her entry date.

5. The credit hours associated with each repeated course will count toward the cumulative replacement hours.
6. Students transferring or readmitted to UNCP may replace grades for courses taken at UNCP for a maximum number of hours as determined by the scale below, which is based on the number of hours accepted for transfer or readmission.

Transfer or Readmission Hours Accepted as of Fall 1994	Maximum Hours for Replacement
0-23 hours	15
24-51 hours	12
52-89 hours	9
90 or more hours	6
Candidate for Second Bachelor's degree	6

7. The student must secure a form from the Registrar's Office and indicate in writing which course grades are to be replaced for computation of the quality point average. The form designating specific course grade replacements will be maintained on permanent file in the Registrar's Office.
8. Decisions for course grade replacement are irrevocable.
9. All entries remain a part of the student's permanent record.

INTERNSHIPS, PRACTICA, AND INDEPENDENT LEARNING

Internships, practica, and other external learning experiences provide opportunities for students to earn academic credit for approved work or research programs in cooperating business-government, or education organizations. The internships, which are of one-term duration, are open to qualified junior or senior students with the approval of the department chairman.

All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses.

Experiential Learning and Cooperative Education

Practical work experience is very important in today's world. Students at UNC Pembroke may elect to get some practical work experience which is related to their program major (or minor) through several practical work experiences.

a. Experiential Learning Program: Experiential Learning is a working-and-learning arrangement. The student negotiates a proposal in some area of interest to the student. Negotiation involves the student, the University, and an organization (business, agency, etc.) where the student plans to work. Experiential Learning is available through academic departments and requires approval of the chairman.

The following regulations govern the offerings of Experiential Learning:

1. The Experiential Learning Program consists largely of Experiential Learning I and Experiential Learning II. A student must take the courses in numerical order. They cannot be taken concurrently.
2. The amount of credit that can be earned in Experiential Learning I and II varies from one to three semester hours in each course, and is jointly determined by the student and the student's major advisor on the basis of what the student contracts to do.
3. To be eligible for enrollment in Experiential Learning I or II, a student must:
   * have declared for a major program in a department which provides its students with practical work experience through Experiential Learning I and II;
   * be classified as a junior or senior;
   * have an overall cumulative quality point average of at least 2.0;
   * have the written recommendation and approval of the major department chairman and the major advisor.

4. Each eligible student who registers for Experiential Learning I or II is required to sign and carry out a written work-learning contract jointly developed by the student, the student's advisor, and the organization providing the practical work experience which states:
   * what the student is to do, what the major advisor is to do, and what the organization is to do;
   * the number of semester hours the students will earn in completing the contract;
   * that credit will be earned only if all of the contracted work is completed with a contract period of one-semester or term of summer session;
5. Eligible students are allowed to use not more than a total of six semester hours credit in Experiential Learning I and II in meeting the 128 semester hours minimum requirement for the degree.

b. Cooperative Education Program: Cooperative Education is an arrangement whereby UNC Pembroke cooperates with an outside business or agency to help a student directly explore a career-related field as an integral part of the educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences while pursuing an academic degree program. To be eligible, a student must have completed a minimum of 30 semester hours and normally must have earned a cumulative QPA of 2.0 or above. Participants typically receive pay, and academic credit may be awarded if approved by the department chair, the Academic Affairs office, and the Registrar. Cooperative Education is coordinated by the Career Services Center.

Independent Study

A student who wishes to enroll in an Independent Study Course in any department must: (1) meet the requirements established by the department for Independent Study and (2) submit a written Request for Independent Study to the department chair. The Request for Independent Study must include a complete description of the Independent Study Project and a schedule for submission of the Project. The Request must be approved by (1) the professor supervising the Independent Study Project and (2) the department chair. A student may elect to work for one, two, or three semester hours of credit.

Upon completion of the Independent Study Project, the student must submit the Project to the supervising professor. The supervising professor will evaluate the Project and assign a grade. A copy of the Project will be submitted to the department chair, who will keep it on file.

Departments permitting Independent Study Projects will have written guidelines setting out the requirements for Independent Study. Supervision of Independent Study Projects by faculty is voluntary.

CLASS ATTENDANCE POLICIES

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. The University reserves the right to administratively withdraw students who have never attended any classes for the semester. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all general education classes, instructors will keep attendance records. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will notify the Office of Freshman Seminar and Academic Advisement (administrator of the Early Alert program) for appropriate follow-up. Departments may also develop and distribute attendance policies and procedures to be followed for students who miss an excessive number of classes.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus.

Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor.

When the University is officially closed, no student can be counted absent, even if the instructor holds class. Any course-related material will be made available in some form by the instructor.

NOTICE CONCERNING THE INSPECTION AND RELEASE OF STUDENT RECORDS

The University of North Carolina at Pembroke complies with all provisions of the Family Educational Rights and Privacy Act of 1974. The full statement of the University's policy is available in the Office of the Registrar located in Lumbee Hall. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Registrar's Office. Students wishing to inspect their records should contact the Registrar in Lumbee Hall between the hours of 8:00 a.m. and 5:00 p.m. Monday - Friday, while the University is in session.

The University routinely releases to the public so-called Directory Information, as follows: the student's name, address, telephone listing, electronic mail address, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above Directory Information withheld must complete and sign a request in the Registrar's Office. This request must be renewed at the beginning of each semester.

FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):

Certain personally identifiable information about students ("education records") may be maintained at The University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at General Administration are subject to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

The policies of The University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may also be accessed in the Office of the Secretary of The University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC.

Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, NC (mailing address P.O. Box 2688, Chapel Hill, NC 27515-2688; tel: 919-962-4588). Edition 5/97

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE ACADEMIC HONOR CODE

By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. Students are expected to know

what the Academic Honor Code says and to apply the provisions of that Code to their conduct at the University.

Statement of Principles

Academic honor and integrity are essential to the existence of a university community. If high standards of honesty are not maintained by everyone, the entire community and society itself suffer. Maintaining standards of academic honesty and integrity is ultimately the formal responsibility of the instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the policies and procedures of the Academic Honor Code.

Students are important members of the academic community. As responsible citizens of the UNCP community, students are obligated to uphold basic standards of honesty, and to actively encourage others to respect and maintain those standards. Allowing academic dishonesty is just as dishonest as committing a dishonest act oneself.

What Acts Violate the Academic Honor Code?

While specific violations may take many forms, the general categories of acts that violate the Academic Honor Code are as follows:

A. Cheating:

Cheating means intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise (for example, on a test). This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise.

B. Plagiarism:

Plagiarism is intentionally or knowingly presenting someone else's words or ideas as one's own. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number).

C. Fabrication and Falsification:

This refers to intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise. For example, a student who changes an answer on a test and claims that the item was incorrectly scored has falsified information. A student who makes up reference citations for a term paper has fabricated that information.

D. Abuse of Academic Materials:

Here we mean intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material. Remember that library materials are borrowed, not yours to keep. For example, a student who tears an article out of a journal in the library has abused library materials. Similarly, a student who intentionally damages a computer in a campus computer lab has violated this standard.

E. Complicity in Academic Dishonesty:

Complicity means intentionally or knowingly helping or attempting to help another person to commit any act of academic dishonesty. For example, complicity would include allowing another student to look at test answers or to copy a paper. In a word, don't help someone else be dishonest.

Penalties for Violations of the Academic Honor Code

The UNCP community takes the Academic Honor Code very seriously. Consequently, violations may lead to severe penalties. All acts of academic dishonesty violate standards essential to the existence of an academic community. Some first offenses are properly handled, and penalties deter-

mined, by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described below to handle such an offense.

Penalties which individual faculty members may impose are limited to the following: (a) a formal warning or reprimand; (b) a reduced grade (including F) for the assignment; (c) a reduced grade (including F) for the entire course. In all cases, whatever the penalty, a record (a signed form) of the settlement of any charge of a violation of the Academic Honor Code will be kept for five years (or until the student graduates) in the Office for Student Affairs. The purpose of this record-keeping is to deter students from repeating offenses. A second purpose is to be sure students who violate the Academic Honor Code a second time are dealt with appropriately.

The Campus Judicial Board (CJB) handles all second offenses, some more serious first offenses, and any charges that the student feels are unfounded. In addition to any of the penalties available to an individual faculty member, the CJB may suspend the student from the University for a designated period of time (one semester, one year, etc.) or even dismiss the student from the University.

Several factors are considered in determining what penalty to impose for a violation of the Academic Honor Code. Those factors include: the nature and seriousness of the offense; the injury or damage resulting from the violation; the student's motivation and state of mind at the time of the incident; the student's prior disciplinary record; and the student's attitude and behavior after the violation was committed.

Procedures for Handling Charges of Violations

If the faculty member responsible for a course obtains evidence, either directly or through information supplied by others, that a student may have violated the Academic Honor Code, the faculty member has a duty to investigate the incident by collecting whatever relevant evidence is available.

If the faculty member decides that the evidence is sufficient to support a charge against the student, the faculty member is to contact the Vice Chancellor for Student Affairs, who will determine from the records of past violations whether the student in question has previously admitted to, or been found guilty of, an Academic Honor Code violation.

If the suspected violation would be a second offense, the faculty member must take the case to the CJB. If the charge would be a first offense and the faculty member believes that a penalty no greater than F in the course would be appropriate, the charge may be settled between the faculty member and the student (as described below), with the settlement form signed and filed with the Office for Student Affairs. If the suspected violation would be a first offense, but one for which the faculty member considers the appropriate penalty to be more severe than F in the course, the case must be brought to the Chairperson of the CJB.

Once a student has received notice that he or she is charged with an Academic Honor Code offense, he or she may not withdraw from the course in order to avoid the penalty.

Settlement Procedure to be Used by Individual Faculty Members

The faculty member should meet with the student suspected of violating the Academic Honor Code, present the evidence of the violation, and request an explanation from the student. After hearing the explanation, if the faculty member decides that a violation has occurred, he or she fills out and signs the Settlement of a Charge of Academic Dishonesty form, which is available to all faculty members. This form may be obtained from the Office for Student Affairs. The faculty member indicates the nature of the violation and the penalty to be applied, and then gives the form to the student. After receiving the form, the student has three school days to consider and seek advice on whether to admit guilt and accept the penalty by signing the form.

If the student agrees to sign, admitting guilt and accepting the penalty proposed, he or she does so in the presence of the faculty member. The faculty member then imposes the penalty. The faculty member will send the signed settlement form to the Vice Chancellor for Student Affairs, who keeps a record of first offenses for five years (or until the student graduates), and thus the matter is ended. If the student decides not to admit guilt or not to accept the penalty, the faculty member must take the case to the Chairperson of the Campus Judicial Board, if any penalty is to be imposed.

Campus Judicial Board

Composition of the CJB is as follows: two students recommended by the President of Student Government Association and appointed by the Chancellor; two faculty members recommended by the Faculty Senate Chairperson and appointed by the Chancellor; and, one administrative member recommended by the Vice Chancellor for Student Affairs and appointed by the Chancellor. Hearings follow procedures outlined in the UNCP Student Constitution. The CJB will judge the student as responsible or not responsible of the charges contained in the form submitted by the faculty member. Both the student who has been charged with a violation and the faculty member who has made the charge will give evidence to support their positions. Members of the CJB may question either the student or the faculty member or both and may ask for additional materials as they see fit to do so. In a closed session, the CJB will come to a conclusion about the validity of the charges.

If the student charged with a violation of the Academic Honor Code is found not responsible, the CJB prepares a written report of the case and sends it to the Vice Chancellor for Student Affairs, who will maintain a confidential file of materials related to the case. No part of the file becomes part of the student's disciplinary record. The case is closed, and no penalty may be imposed.

If a student is found responsible of violating the Academic Honor Code, the CJB will determine an appropriate penalty. Both the student and faculty member who submitted the charge may give evidence and make statements concerning the appropriate penalties to be imposed. The Vice Chancellor for Student Affairs will supply the student's previous Academic Honor Code disciplinary record (if any) to the CJB.

After hearing the evidence on the appropriate penalty, the CJB will determine the penalty, and prepare a written report to the student and the Vice Chancellor for Student Affairs. The Vice Chancellor for Student Affairs notifies the faculty member and the Provost and Vice Chancellor for Academic Affairs of the contents of that report. If the CJB decides that a penalty of a grade of F in the course (or one less severe) is appropriate, the faculty member imposes that penalty and no other penalty. If a more severe penalty is deemed appropriate, the Vice Chancellor for Student Affairs implements the penalty indicated in the report. The student will be notified by the Vice Chancellor for Student Affairs within five days of the CJB's determination of penalty.

Campus Appeal Board

If the CJB has found a student responsible of violating the Academic Honor Code, the student has the right to appeal that decision. The student has five school days from the date he or she is notified of the CJB's decision to file a written notice of appeal with the Vice Chancellor for Student Affairs. If the student does not file a notice of appeal, the decision of the CJB will be final.

If the student does file a notice of appeal within five days, the Vice Chancellor for Student Affairs shall deliver this request as well as materials related to this case to the Campus Appeal Board.

The composition of the Campus Appeal Board and its powers are in the UNCP Student Constitution. For Academic Honor Code violations and their appeals, the Provost and Vice Chancellor for Academic Affairs or his or her designate will represent the Chancellor for the University.

NOTE: All charges for alleged Academic Honor Code violations occurring one week prior to exams and going through exam week and during summer sessions will be heard by the administrative hearing officer. Appeals will be directed solely to the Chancellor or designee via the Vice Chancellor for Student Affairs or designee.

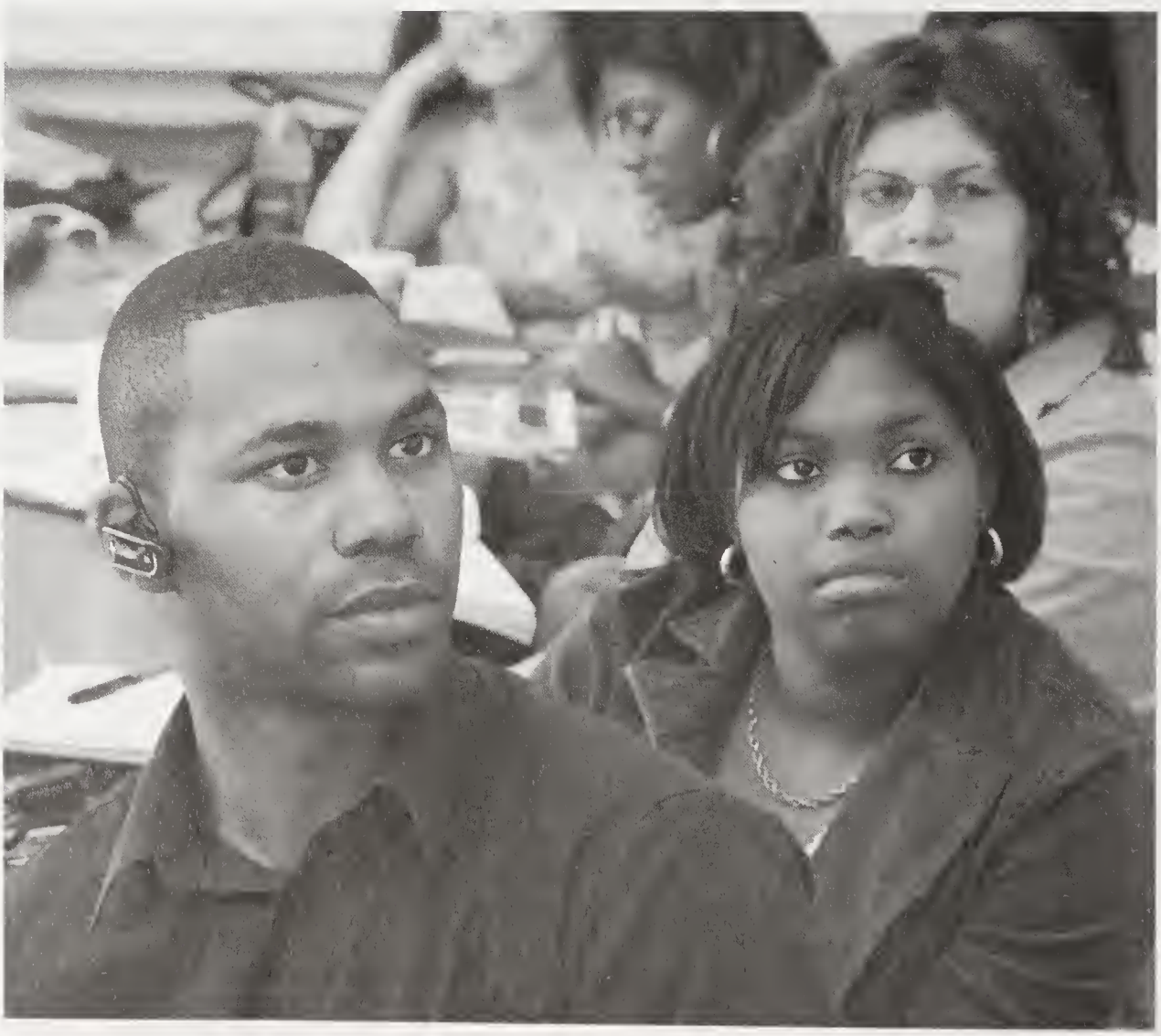
What to Expect from Faculty

Faculty members have been instructed that they should outline their expectations pertaining to the Academic Honor Code at the beginning of each course. Students should be aware that some faculty members authorize or prohibit specific forms of student conduct which are unique to their courses or disciplines. All faculty members should refer students to the Academic Honor Code which is published in the UNCP Student Handbook. Further, faculty members have been advised to include the following statement in all course syllabi.

Student Academic Honor Code

Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

In general, faculty members should, and will, take preventive measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student.



UNDERGRADUATE ADMISSIONS

The University of North Carolina at Pembroke is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural, and social community of the University and the community at large. UNC Pembroke welcomes applications from persons who have earned a high school diploma, or its equivalent, and whose academic preparation and aptitude predict success in higher education. No single consideration dictates admission decisions; instead, numerous factors and their relationships to one another enter into such decisions. All applicants demonstrating that they can profit from and succeed in undergraduate studies qualify for admission to the University.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNC Pembroke may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the University.

Qualified applicants are admitted in the following categories:

1. New Freshmen
2. Transfer Students
3. Re-Enrolling Students
4. Special Readmission Students
5. International Students
6. Special Students
    a. Enrichment (Non-degree)
    b. Teacher Licensure/Renewal
    c. Second Degree
    d. Transient
    e. Joint Enrolled

Students may enter at the beginning of any semester or summer term. The application priority deadlines for undergraduate admissions are as follows: the fall semester is July 15: the spring semester is December 1; summer terms I and II are May 15 and June 15 respectively. Applications are processed on a rolling basis; however, students who apply early will receive priority in scholarships, financial aid, and housing.

Requests for general information, brochures, catalogs, admissions CDs and DVDs, and application forms should be addressed to the Office of Admissions. Completed application forms and all supporting documents such as test scores, official high school transcripts and/or college and university transcripts, and a non-refundable $40.00 application fee, should be forwarded to the Office of Admissions, PO Box 1510, Pembroke, NC 28372. Applicants are encouraged to submit their application online by going to the *apply now* link at http://www.uncp.edu/admissions/apply/default.asp. The office may be reached by phone at (800) 949-UNCP or 910-521-6262. Students may contact the Office of Admissions through email at admissions@uncp.edu, and www.uncp.edu is the address for the UNC Pembroke home page. The fax number for the Office of Admissions is (910) 521-6497.

All new students, and all re-enrolling students who have been out of UNCP for one year, who plan to take 5 or more credit hours during their initial semester are required to complete a medical history form. This form may be obtained from the Office of Admissions and returned to Student Health Services prior to registering for classes.

NEW FRESHMEN

Applicants for the freshman class must be graduates of an approved or accredited high school or home school. Non-graduates must possess a high school equivalency certificate and present evidence of maturity and the potential to achieve success in a university environment.

An application for admission, a $40 application fee, an official high school transcript, and SAT or ACT scores must be received before an application is considered complete, and the file must be

complete before an admission decision can be made. Students who are dual-enrolled at community colleges must also submit official transcripts of any college work. A predicted grade point average is computed on the basis of the high school class rank, GPA, and SAT or ACT scores for each applicant. The Admissions Policy requires one of three possible decisions for each applicant:

* Applicants who have satisfactory high school records, including course selection and class rank, appropriate SAT or ACT test scores, and who meet the minimum course requirements will be accepted for admission.
* Applicants whose records and test scores do not meet the minimum requirements will be denied admission.
* Applicants whose records and/or test scores meet many, but not all, of UNC Pembroke's regular admission standards may be offered admission to the University's summer College Opportunity Program. (A detailed description of this program is in the Special Programs section of this catalog.)

MINIMUM COURSE REQUIREMENTS (MCR) AT THE 16 UNIVERSITY OF NORTH CAROLINA CAMPUSES

The following courses will be required for admission, in addition to each UNC institution's specific requirements:

* In *English*, four course units emphasizing grammar, composition, and literature;
* In *foreign language*, two course units of language other than English (required of Dec. 2003 and later high school graduates);
* In *mathematics,* four course units including algebra I, algebra II, geometry, and for December 2005 and later high school graduates, a higher level mathematics course for which algebra II is a prerequisite; or successful completion of three Integrated Mathematics courses and a course for which Integrated Mathematics 3 is a prerequisite:
* In *science,* three course units including:
  ** at least one unit in a life or biological science (for example, biology),
  ** at least one unit in a physical science (for example, physical science, chemistry and physics) and
  ** at least one laboratory course; and
* In *social studies*, two course units including one unit in *U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject be passed by the end of the sophomore year.*

In addition, it is recommended that prospective students take one *foreign language course unit and one mathematics* course unit in the twelfth grade. Course units as defined in these requirements may include those high school level courses taken and passed by an applicant while enrolled as a high school student with all courses reflected on the high school transcript.

EXCEPTION POLICIES FOR NORMAL ADMISSIONS REQUESTS:

The Chancellor, with the recommendation of the Director of Admissions and the Vice Chancellor for Enrollment Management, may allow a Special Talent Waiver to a student who does not meet the UNC Minimum Course Requirements but has otherwise demonstrated promise for academic success, as measured by grades, class rank, SAT or ACT scores, when compared with other students admitted to the University.

TRANSFER STUDENTS

* Students must submit a completed application for admission.
* Students seeking to transfer from other collegiate institutions must furnish an official transcript from each institution attended. The transcripts must indicate a cumulative "C" (2.0) average on all work attempted prior to admission to UNC Pembroke. Courses satisfactorily completed at regionally accredited institutions are evaluated in terms of courses offered and academic

programs available at UNCP.

* An official high school transcript and a nonrefundable $40 application fee are required.
* The student must attain at least a grade of "C" (2.0) in a course in order for that course to be allowed for transfer credit. Grades from transferred courses will not count toward the student's cumulative quality point average at UNC Pembroke, except for honors designation upon graduation.
* Transfer applicants must submit a University Questionnaire completed by the last institution they attended which states that they are immediately eligible to return to the previous institution.
* Transfer applicants who graduated from high school in the year 1990 and beyond must meet the minimum course requirements outlined in the previous section (See Minimum Course Requirements–MCR). For those students who do not meet these requirements, six (6) college transferable semester hours must be earned at an accredited college or university in the following areas—English, Math, Science, Social Science, Foreign Language—before admission is granted. Applicants 24 years old or older may be admitted as non-traditional freshmen or transfer students without meeting MCR.
* Each transfer applicant must submit a completed health record before registering for classes.
* All transfer students entering UNC Pembroke must attend a transfer orientation designed to acquaint the student with the academic, co-curricular, and social life of the University and to gather information to assist in the student's academic advancement.

Because of differing admission requirements, transfer applicants who are candidates for teacher licensure degrees should refer to the admission requirements stipulated for the Teacher Education Program.

The classification of transfer students (freshman, sophomore, junior or senior) is determined by the number of transfer credit hours accepted by UNC Pembroke. The maximum transfer credit hours accepted from a two-year institution ranges from 60-64 semester hours. However, students who have attained junior status (60 semester hours) at a four-year institution will not be allowed to transfer additional credit completed after that time at a two-year institution. Students attending a four-year institution prior to attending a two-year institution may be limited in the total number of transferable credits allowed (See Graduation Requirements). Although there is no limit on credit hours accepted for a student who transfers from a four-year institution, a 30-hour residency is required to graduate from the University of North Carolina at Pembroke, and students must satisfy all UNC Pembroke degree requirements for their chosen major.

The Comprehensive Articulation Agreement, a statewide agreement governing the transfer of credits between N.C. community colleges and public universities in North Carolina, defines a 44-semester credit hour general education core and 20 semester credit hour pre-major in the AA or AS degree which is fully transferable to UNC Pembroke in courses with a minimum 2.0 GPA.

RE-ENROLLING STUDENTS

Students who have interrupted their course of study for at least one semester must apply for readmission through the Registrar's Office ($25 readmission fee). Students who are seeking readmission to UNC Pembroke after completing additional work at another institution must reapply through the Office of Admissions. Transcripts of any academic work completed in the interim at any other institution must be provided prior to approval for readmission, along with an application, $40 application fee, and university questionnaire from the last school attended. Students who complete classes at another institution while they are suspended from UNCP will not be allowed to transfer any credit earned while under suspension.

SPECIAL READMISSION POLICY

Any former UNCP student who was academically suspended or placed on academic probation at the end of his/her final semester and has not attended any institution of higher education for a period of four (4) academic years may apply for readmittance under the Special Readmission Policy.

All students admitted under this policy return on probationary status and must follow the policies and procedures outlined under "Suspension and Readmittance" in the Academic Policies section of the UNCP catalog. In order to qualify for the Special Readmission Policy, students must earn a 2.0 or higher in their first 12 hours after being readmitted. Students may apply for readmittance under this policy one time. Once approved, the decision will not be reversed.

Upon meeting the requirements for this policy, the student's QPA will be computed excluding all previous grades below C (2.0). All grades will remain on the student's transcript, but only those previous courses in which a grade of C or better was earned will count toward graduation. All course work, however, will count toward attempted hours, and all grades, including those from the student's previous QPA, will be calculated for honors purposes.

Students admitted under the Special Readmission Policy may not make use of the grade replacement policy and must continue to maintain a minimum QPA of 2.00. Failure to maintain this minimum QPA will result in a two-semester suspension.

Departments with more rigorous QPA standards than the general University requirement of 2.0 have the right to deny admission to a program. Any student under this policy must complete a minimum of 30 semester hours at UNCP after readmission in order to qualify for graduation.

Students must apply for the Special Readmission Policy through the Registrar's Office.

INTERNATIONAL STUDENTS

Applicants from non-English-speaking countries must provide evidence of proficiency in the English language with their applications for admission to UNC Pembroke. Scores on the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or the Michigan Test are required. For students born in non-English-speaking nations but educated in senior high schools in the United States, scores on the SAT or ACT can substitute for scores on the TOEFL, IELTS, or the Michigan Test. Each student must submit official verification of financial resources sufficient to cover educational expenses. Certified translations by a licensed or professional translator must accompany academic documents not written in English. For transfer students, the Admissions Office requires that all international college transcripts be evaluated by an accredited transcript evaluation agency. The courses will need to be translated into the U.S. equivalencies. The international undergraduate admissions application and other information relevant to prospective international students may be accessed at www.uncp.edu/admissions/undergraduate/international.asp. It is preferred that all documents be sent to the Admissions Office six months prior to date of entry. All documents must be received and evaluated before a DS-2019 and I-20 can be issued.

SPECIAL STUDENTS

Persons applying for admission as Special Students should meet the qualifications described in one of the following categories: Enrichment, Teacher Licensure/Renewal, Second Degree, Transient, and Joint Enrolled. A $40 application fee may be required.

Enrichment: Applicants not enrolled in a degree program at another institution who wish to complete courses at UNC Pembroke for personal or professional enrichment may qualify for admission as special students. Such applicants must submit an application for admission, a $40 application fee, and a final high school or college transcript. Students in this category cannot earn more than 15 semester hours. Continuation of enrollment in additional courses will require the approval of the Director of Admissions. These students enroll without entering degree programs, and they may not later become degree candidates unless they have been admitted as regular students. Students under academic suspension from any university are not eligible to enroll as special students.

Teacher Licensure/Renewal: Individuals who have a baccalaureate degree may be admitted to earn teacher licensure or take courses for renewal purposes. An application for admission, $40 application fee, and a copy of the transcript reflecting the baccalaureate degree awarded must be submitted prior to admission to the University. In addition to applying to UNC Pembroke through the Admissions Office, individuals must also contact the Director of Teacher Education (and submit

any additional required documentation) to design an individualized education plan. All licensure candidates must meet the admission and retention standards of the Teacher Education Program and the National Teachers Examination requirements established by the State Board of Education. (See Teacher Education Program.)

Second Degree: Applicants who wish to enroll at the University to complete a second undergraduate degree must submit the application for admissions, a $40 application fee ($25 if applying for readmission), and transcripts from all colleges attended. (See Requirements for a Second Baccalaureate Degree.)

Transient Students: Transient students are students enrolled in a degree program at another college or university who qualify to study for one semester or summer session at UNC Pembroke and plan to transfer credits earned back to the institution ar which they are pursuing a degree. To gain admission as transient students, applicants must be in good academic standing and be eligible to return to their parent institution. They must also have permission from their institution to study at UNC Pembroke. Transient students are not required to pay an application fee.

Joint Enrolled: The Joint Enrollment Program is designed for high school students who have excelled academically in high school and prove ready for college-level work. Students may register for no more than one course per semester while completing their high school curriculum, and they cannot take courses that are offered at their high school. Interested students must submit a special Joint Enrollment Application, an official high school transcript, SAT/ACT scores, and class rank. Permission must be granted from the student's high school principal or guidance counselor and the Director of Admissions, prior to admission as a Joint Enrolled student. An application fee is not required.

AUDITING

All persons, whether regularly enrolled in the University or seeking to take a course for enrichment, who desire to audit a course must secure the permission of the instructor and the Office for Academic Affairs. Audits may not be added to a student's schedule after the last day to add a class. The fee charged for auditing a course will be the same as if the course were taken for credit. Students who are regularly enrolled at the University must file a copy of the permission letter from the Office for Academic Affairs with the instructor at the beginning of the course. Audited classes are listed on the permanent record and are designated by the letters "AU." Class participation by and requirements of auditors are at the discretion of the instructor.

GRADUATE ADMISSIONS

Inquiries concerning graduate admissions should be directed to the Dean of Graduate Studies. Admissions requirements are stated in the School of Graduate Studies section of this catalog.

DEGREE COMPLETION PROGRAM FOR MILITARY PERSONNEL

UNC Pembroke provides educational programs for veterans, active military personnel, and retired military personnel who wish to continue their career development in higher education and to complete an educational program leading to a college degree. The University is a CONAP participant and SOC member.

In recognition of the educational experience gained by military personnel in their regular training, in service school courses, in USAFI or DANTES courses, and through the College Level Examination Program (CLEP), UNC Pembroke will accept transfer credit toward a Bachelor of Arts or Bachelor of Science degree.

* Men or women who have served one or more years in the armed services will be awarded two semester hours credit for each year of service, up to 12 semester hours of credit, as elective credit. In addition, military members will receive credit for physical education courses. A copy of the student's DD-214 form must be submitted with the application in order to receive credit.

* Credit may be awarded for service school courses comparable to those offered by UNC Pembroke. The amount of credit granted will be according to the recommendations of the American Council on Education as listed in the most recent edition of *A Guide to the Evaluation of Educational Experiences in the Armed Services*. These recommendations are evaluated in terms of courses offered and curriculum accepted at UNC Pembroke.
* Credit may be granted for work completed with an acceptable rating in USAFI courses that are parallel to courses offered at the University, provided a transcript of the work is sent directly to the Director of Admissions.
* Credit may be earned through the College Level Examination Program (CLEP).

In addition to the special provision for granting credit to military personnel for their educational experience, the University will accept transfer credit toward a Bachelor's degree:

1.) All transferable work completed in residence at accredited senior institutions of higher education provided the student has an overall cumulative quality point average of 2.0;
2.) Up to 64 semester hours of work completed in a two-year college provided the student has an overall cumulative quality point average of 2.0;
3.) Up to 24 semester hours of work completed through correspondence and/or extension courses from regionally accredited institutions (with no more than 12 semester hours by correspondence). Work completed in courses offered by UNC Pembroke's Continuing Education Division at cooperating technical institutes is not counted as extension work.

INTERNATIONAL BACCALAUREATE COURSE EQUIVALENCIES

The University of North Carolina at Pembroke awards college-level credit for acceptable completion of the following International Baccalaureate courses:

IB Area	Level	IB Grade	UNCP Course Equiv.	Sem. Hrs.
Chemistry	HL	5+	CHM 1300, 1310, 1100, 1110	8
Computer Science	SL	5+	CSC 1550	3
Computer Science	HL	5+	CSC 1550, 2150	6
Cultural Anthro.	SL/HL	5+	SOC/AIS 1050	3
Economics	HL	5+	ECN 2020, 2030	6
Economics A1: Resource Mkt.	HL	5+	ECN 1000	3
History				
20th Century World	HL	5+	Elective Credit	3
Islamic History	HL	5+	Elective Credit	3
Language A1	HL	5+	ENG 1050, 2060	6
Geography	HL	5+	GGY 1010	3
Mathematical Studies:				
Pt. I core + Pt. II Opt. 7	SL	5+	MAT 1180	3
Pt. I core + Pt. II Opt. 8	SL	5+	MAT 2100	3
Pt. I core + Pt. II Opt. 9	SL	5+	MAT 2150	4
Mathematics	HL	5+	MAT 1090, 2210	8
Further Mathematics	SL	5+	MAT 2200	3
Music	SL	5+	MUS 1020	3
Music	HL	5+	MUS 1140, MUSL 1140	4
Physics	HL	5+	PHY 1500, 1510, 1560, 1570	8

COLLEGE LEVEL EXAMINATION PROGRAM

UNC Pembroke participates in the College Level Examination Program (CLEP) and accepts CLEP examinations which measure mastery of college-level, introductory course content in a variety of subject areas. Students meeting the credit-granting score on CLEP Examinations may earn up to 30 semester hours of college level credit. Transfer students may earn credit through prior CLEP exams provided the following criteria are met: 1) their scores must meet UNCP's credit-granting standards, 2) their scores must be sent to the UNCP Admissions Office, and 3) their exams must be among those listed below. CLEP credit will not be granted for previously failed courses.

CLEP Examinations may be taken prior to or during the student's enrollment with the following exception: no CLEP examination credit will be accepted during the final 25 percent of a student's course work. Successful completion of each Examination earns three to twelve semester hours of credit and may exempt the student from certain General Education (as defined below) or major requirements. In some cases, only general elective credit will be awarded.

CLEP Examinations	Min. Score	Sem. Hrs	UNCP Course Equivalent	Gen. Ed.
Algebra, College	50	3	MAT 1070	yes
American Government	50	3	PSPA 1010	yes
American Literature	50	3	ENG 2240	yes
Analyzing and Interpreting Literature	50	3	ENG 2030	yes
Biology	50	3	BIO 1000	yes
Business Law, Introductory	50	3	BLAW 2150	no
Calculus	50	4	MAT 2210	yes
Chemistry	50	6	CHM 1300/1310	yes
English Composition with Essay	50	3	ENG 1050	yes
English Literature	50	3	ENG 2470	yes
Financial Accounting	50	3	ACC 2270	no
French	50	6	FRH 1310/1320	yes
French	62	12	FRH 1310/1320/2310/2320	yes
History of U.S. I, Early Colonizations to 1877	50	3	HST 1010	yes
History of U.S. II, 1865 to present	50	3	HST 1020	yes
Human Growth and Development	50	3	PSY 2050	no
Humanities	50	6	ART 2050 and MUS 1020	yes
German	50	6	GER 1310/1320	yes
German	63	12	GER 1310/1320/2310/2320	yes
Information Systems and Computer Applications	50	3	DSC 1090	no
Macroeconomics, Principles of	50	3	ECN 2030	yes
Management, Principles of	50	3	MGT 3060	no
Marketing, Principles of	50	3	MKT 3120	no
Mathematics, College	50	3	MAT 1050	yes
Microeconomics, Principles of	50	3	ECN 2020	yes
Natural Sciences	50	6	BIO 1000 and PHS 1100	yes
Precalculus	50	4	MAT 1090	yes
Psychology, Introductory	50	3	PSY 1010	yes
Sociology, Introductory	50	3	SOC 1020	yes
Spanish	50	6	SPN 1310/1320	yes
Spanish	66	12	SPN 1310/1320/2310/2320	yes
Western Civilization I: Ancient Near East to 1648	50	3	elective	no
Western Civilization II: 1648 to Present	50	3	elective	no

Students interested in information regarding CLEP testing centers should contact the College Board by:

phone: (800) 257-9558;
mail: CLEP, P.O. Box 6600, Princeton, NJ 08541-6600;
email: clep@info.collegeboard.org; or
the net: http://www.collegeboard.com/student/testing/clep/scores.html

Incoming freshmen may also obtain this information from their high school counselors.

ADVANCED PLACEMENT

The University of North Carolina at Pembroke participates in the Advanced Placement program of the College Entrance Examination Board. Credit may be earned in various subject matter areas. UNC Pembroke especially welcomes applicants with preparation in Advanced Placement courses. It awards University credit for such preparation according to the following table. For general information about Advanced Placement programs call 609-771-7300.

Subject	Req. Score	Hrs. Granted	Course Equivalent
Art: History	3	3	Art 2050
Art: Studio Art: Drawing	3	3	Art 1320
Biology	3	4	Biology 1000, BIOL 1000
Chemistry	3	4	Chemistry 1300, 1100
Computer Science AB	3	3	Computer Science 1550
English Language/Comp.	3	3	English 1050
English Literature/Comp.	3	3	English 1050
French Language	3	3	French 2310
French Language	4	6	French 2310, 2320
French Literature	3	3	French 3210
French Literature	4	6	French 3210, 3220
History: American	3	3	History 1010
History: European	3	3	Gen. University Elective
History: World	3	3	History 1140
Mathematics: Calculus AB	3	4	Mathematics 2210
Mathematics: Calculus BC	3	4	Mathematics 2220
Music: Theory	4	4	Music 1140, MUSL 1140
Physics: B	3	6	Physics 1500, 1510
Physics C: Mechanics	3	3	Physics 2000
Physics C: Elec. & Mag.	3	3	Psychology 1010
Psychology	3	3	Spanish 2310
Spanish Language	3	3	Spanish 2310, 2320
Spanish Language	4	6	Spanish 3210
Spanish Literature	3	3	Spanish 3210, 3220
Spanish Literature	4	6	Sociology/Social Work/ Criminal Justice 3600 or Mathematics 2100
Statistics	3	3	Soc./Soc.Wk./Criminal Justice 3600 or Mathematics 2100

*Laboratory notebooks from AP courses will be examined to determine amount of credit.

PART-TIME STUDENTS

A part-time student is a student who is regularly admitted to UNC Pembroke and is registered for fewer than 12 semester hours of course work in a Fall or Spring Semester.

Students in a part-time status taking seven or more semester hours are charged all fees; activity and tuition charge is based on the number of semester hours taken. Part-time students taking four to six semester hours will pay a reduced student activity fee.

ESTHER G. MAYNOR HONORS COLLEGE

The Esther G. Maynor Honors College is designed to recognize outstanding students and to promote the scholarly growth of the students selected for the program by providing interdisciplinary educational opportunities that enhance the general curriculum. These opportunities are developed around a learning community of honors students and include selected general education courses, small interdisciplinary seminars, cultural and service programs, and shared residential facilities with other honors students. The Esther G. Maynor Honors College offers an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; and closer interaction with individual faculty members in the College. Each Esther G. Maynor Honors College student prepares a senior project under the supervision of a faculty mentor. For program description, see Special Programs.

Program participants are selected on the basis of class rank, high school grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and extra-curricular and community achievements. Esther G. Maynor Honors College students are appointed by the Dean of the Esther G. Maynor Honors College upon the recommendation of the Honors College Council.

COLLEGE OPPORTUNITY PROGRAM

The College Opportunity Program is designed to admit a limited number of students who meet most, but not all, of The University of North Carolina at Pembroke's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores. The application for admission should be filed as early as possible.

Students enter the College Opportunity Program in the summer for a five-week session, which includes freshman testing and courses designed to develop academic skills which will be necessary for the Fall Semester. Students who successfully complete these summer courses are then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 15 hours of academic courses. In addition, students meet regularly with the COP advisor for academic counseling. Students who meet the University's academic eligibility requirements and have successfully completed the College Opportunity Program (made a "C" or better in both ENG 1050 and ENG 1060) then continue at the University as other regularly admitted students.

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EXPENSES

(Payment must be in U.S. dollars. Expenses are subject to change without notice.)

TUITION AND FEES

Tuition and all fees are due and payable in full before the first day of classes or by billing due date for those students that have pre-registered for each semester or summer term. Please make checks or money orders payable to the University of North Carolina at Pembroke. A returned check charge of $25 will be levied on each returned check.

It is the policy of the administration and trustees to keep the cost of a college education as low as possible. Since UNC Pembroke is maintained by the people of North Carolina for the education of residents of the State, it is available to them at a lower cost than to nonresidents. The residency status of each student is determined at the time of original admission. (See below for further information on residency status.) Registration for any semester or session may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous semester or session, have been paid; no transcript nor record will be issued until all fees/fines owed have been paid.

Tuition Surcharge on Undergraduates

The North Carolina Legislature directed the Board of Governors to impose a twenty-five percent tuition surcharge on students who take more than 140 credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs.

No surcharge shall be imposed on any student who exceeds the degree credit hour limits within the equivalent of four academic years of regular term enrollment, or within five academic years of regular term enrollment in a degree program officially designated by the Board of Governors as a five-year program.

The undergraduate credit hours to be counted for calculation in the surcharge requirement include:

* all regular session degree-creditable courses taken at this institution including repeated courses, failed courses and those dropped after your official census date (normally the last date to add a course); and
* all transfer credit hours accepted by this institution.

The hours excluded from the calculation include:

1) those earned through the College Board's Advanced Placement (AP) and College Level Examination Program (CLEP) or similar programs;
2) those earned through institutional advanced placement, course validation, or any similar procedure for awarding course credit, and
3) those earned through the summer session or degree-credit extension division on this campus or at another UNC institution.

SCHEDULE OF UNDERGRADUATE EXPENSES: REGULAR SESSION

(Subject to change without notice.)

Sem. Hrs.	In-State Tuition	Out-of-State Tuition	Fees	Ins.	In-State Total	Out-of-State Total
12+	$974.50	$5,604.50	$779.00	$243.00	$1,996.50	$6,626.50
9-11	$730.88	$4,203.38	$584.27	$243.00	$1,558.15	$5,030.65
6-8	$487.25	$2,802.25	$389.50	0	$876.75	$3,191.75
1-5	$243.63	$1,401.13	$194.77	0	$438.40	$1,595.90

ROOM AND BOARD EXPENSES

	Dorm Rate	Meal Plan Rate (Minimum*)	Total Semester (Minimum*)	Total Year (Minimum*)
Pine and Oak Hall				
Double	$1,700.00	$1,062.00	$2,762.00	$5,524.00
Single – Private	$2,050.00	$1,062.00	$3,112.00	$6,224.00
Private Double	$2,200.00	$1,062.00	$3,262.00	$6,524.00
West, Wellons, Belk, North Hall				
Double	$1,550.00	$1,062.00	$2,612.00	$5,224.00
Single – Private	$2,050.00	$1,062.00	$3,112.00	$6,224.00
University Village Apartments				
Double	$1,925.00		$1,925.00	$3,850.00

*Based on 10 meals per week; rates for other options are listed below.

Meal Plan Options

Meal Plan Rate	Meals Per Week	Semester Bonus Money
$1,062.00	10	125.00
$1,275.00	14	75.00
$1,400.00	19	0

DETAILED EXPLANATION OF CHARGES: TUITION, FEES, AND INSURANCE

TUITION: FULL-TIME STUDENT (per semester)

North Carolina Residents - Undergraduates $974.50

Out-of-State Residents - Undergraduates $5,604.50

GENERAL FEES (Per Semester)

Educational and Technology Fee $93.50

Health Services $64.00

This fee is used to operate Student Health Services.

Other Required Fees $621.50

This fee is used to support various University programs such as Athletics, Band and Chorus, Banner implementation, Dramatics, Debt Service, Student Center, Student Government, Braves One Card, Intramurals, Yearbook, Newspaper, and the Performing Arts Series.

INSURANCE

Students taking 9 or more credit hours will be charged $243 per semester for health insurance; the fee for international students is $240 per semester.

If you wish to waive this insurance, you must complete and return the insurance waiver form to the Student Accounts Office no later than the published cut-off date. The Student Health Services Office can answer any questions you may have about the coverage or waiver process.

MISCELLANEOUS FEES

Application Fee	$40
This fee, paid at the time of initial application, is non-refundable and cannot be applied to meet any other charges.	
Undergraduate Graduation Fee	$40
Graduate Graduation Fee	$70
This fee must be paid at the time the student makes application for graduation. It is used to pay for the cap, gown, and diploma. This is a non-refundable fee.	
Late Payment/Registration Fees	$25
Students who register and/or pay for classes after the scheduled registration date has passed must pay this fee.	
Dormitory Deposit Fee (refundable)	$125
Vehicle Registration Fee:	
Commuter (Day)	$80
Commuter (night)	$60
Dormitory Resident	$90
Permits sold after April 30 will be half price. A vehicle registration permit is valid for one full year, commencing August 15.	
Transcript Fee	
Mailed	$5
Faxed	$5
Walk-in	$10
Returned Check Charge	$25

REFUND POLICY (This Policy Is Subject to Change)

A. TUITION AND FEES

Withdrawals

Tuition and fees, including room and board will be refunded per the following schedules, provided a student officially withdraws from the University.

Fall and Spring Semesters	
Prior to the first day of classes	100% of fees paid
1 through 12 calendar days	90% of fees paid
13 through 30 calendar days	50% of fees paid
31 through 60 calendar days	25% of fees paid
after 60 calendar days	no refund
First, Second, and Special Five-Week Summer Sessions	
Prior to first day of classes	100% of fees paid
1 through 9 calendar days	50% of fees paid
after 9 calendar days	no refund
Intra Session	
Prior to first day of classes	100% of fees paid
1 through 6 calendar days	50% of fees paid
after 6 calendar days	no refund

The University counts calendar days beginning with the first official day of classes (not the first day of particular classes). A completed withdrawal form must be filed with Student Accounts Office in the Controller's Office. Forms for withdrawal during the first six weeks of the semester, the first 9

calendar days of first, second, and special five-week summer sessions, and the first 6 calendar days of intra sessions may be obtained from the Registrar's Office. After these times, forms may be obtained from the Office for Academic Affairs.

Reducing Hours

Students who officially drop from full-time to part-time status or those who drop to a lower block of credit hours will receive a refund equal to the difference between the amount paid and the charge for the block of hours for which the student is officially registered at the end of the registration (drop/add) period.

Refunds for withdrawing or reducing hours will be processed after the registration period. Please allow two weeks for processing of any refund. Students receiving financial aid will not receive a refund until the Financial Aid Office determines if any funds from an awarding agency must be returned. If a return is required, withdrawal may result in a student liability to the University.

B. ROOM DEPOSIT

The University will refund all but $25 of the room deposit to incoming new students if written cancellation is received by August 1 preceding the fall semester and December 1 preceding the spring semester. The room deposit is non-refundable after these deadlines.

The $125 room deposit (less damages and /or any other financial obligations owed The University of North Carolina at Pembroke) will be refunded to established residents provided the resident submits written cancellation by November 15 preceding the spring semester and by April 15 preceding the fall semester. Established residents must follow check-out procedures as detailed in the Student handbook to ensure an appropriate refund of the room deposit.

If a student withdraws from the University prior to mid-semester, the room deposit will be forfeited. If a student withdraws after mid-semester, the room deposit (less damages if any) will be refunded, provided checkout procedures have been followed.

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence

To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative: Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parent's Domicile

If an individual, irrespective of age, has living parent(s) or a court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's

status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage

Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and legal residence of one's spouse are, however, relevant information in determining residentiary intent. Furthermore, if both husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel

A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent. In addition, a dependent relative of a service member stationed in the state may be eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable admission requirements have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. To be considered, the student must submit a Military Waiver Form.

Grace Period

If a person (1) has been bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state rate for a grade period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months end during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors

Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor has deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North

Carolina of at least 12 month's duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost, but Regained Domicile

If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual 12-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status

A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students

When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

FINANCIAL AID

The primary role of the Financial Aid Office is to provide financial aid as well as financial counseling to students requesting these services. The Financial Aid Office is located on the second floor of Lumbee Hall. This office coordinates a variety of State, Federal, private and institutionally funded aid programs, each with different regulations and requirements. While most of these programs require students to demonstrate financial need, there are loan funds available to help students and parents which are not need based. All students requesting consideration for any type of financial aid, including loans, must apply each year. The application, "Free Application for Federal Student Aid," should be completed, listing the University of North Carolina at Pembroke as the school of choice, and mailed in the envelope attached to the application. These applications are available in all high school guidance offices and the Financial Aid Office. The application should be mailed by March 15 to allow time for processing so awards can be made before Fall Registration.

To be eligible for financial assistance a student must have a high school diploma or GED; be enrolled as a regular student in an eligible program; be a U.S. Citizen or eligible non-citizen; generally, have a social security number; make satisfactory academic progress; register with the Selective Service, if required; and, not be in default on any federal loan or owe a refund on a federal grant. In addition, a transfer student must submit to the Financial Aid Office a completed Financial Aid Transcript from each institution previously attended. Financial aid is awarded on the basis of academic achievement and demonstrated financial need. The first responsibility of financing a student's education rests with the student and the student's family. A student's parents are expected to contribute towards his or her expenses insofar as they are able from income and assets. A student is expected to provide funds for his or her own education through savings, summer work, and other resources. Each student is individually considered on the basis of the family financial situation.

A Financial Aid Brochure which explains in detail the financial aid programs at UNC Pembroke is available in the Financial Aid Office.

SCHOLARSHIPS, AWARDS, GRANTS, LOANS

SCHOLARSHIPS

Scholarships, including endowed scholarships, are provided by donors to the University: Friends, alumni, corporations and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of scholarships is available, some with specific restrictions. Scholarships and endowed scholarships are available in these categories:

Alumni Sponsored Scholarships
General Scholarships
Departmental Scholarships
Specialized Scholarships

For application information, a student is encouraged to contact the Office of Financial Aid or the Chair of the Department in his or her major field.

For a complete listing of scholarships and awards, see Appendix B.

For further information about specific scholarships, their donors, and their honorees, please consult the Office of Advancement.

AWARDS

Special awards are presented to recognize outstanding graduating seniors. Currently there are awards in the Social Work Program and the Teaching Fellows Program.

GRANTS

Grants are provided by state and national agencies.

North Carolina Grants

Funds for grants allocated by the North Carolina Legislature are made available on an annual basis to residents of North Carolina in attendance at UNC Pembroke. These grants vary in amount according to students' demonstrated need.

Federal Pell Grants

This program is for students who have financial need. The U.S. Government fixes the amount of financial assistance a student may receive under the Pell Grant Program on the basis of need. These grants are awarded upon enrollment in good standing in an institution of higher education. Applications are available in the University's Financial Aid Office and any high school guidance counselor's office. To apply for a Pell Grant a student must complete the Free Application for Federal Student Aid. A Student Aid Report will be sent to the student's home address.

Federal Supplemental Educational Opportunity Grants

The purpose of this program is to provide Supplemental Educational Opportunity Grants to students who have demonstrated exceptional need and who would be unable to enter or remain in college without such assistance. Recipients must show academic or creative promise. The grant may be renewed for each year of undergraduate study for a period of up to four years if the student continues to qualify for assistance. Students must reapply each year.

Vocational Rehabilitation Scholarships

Students who have disabilities which constitute vocational handicaps are eligible for scholarships from the North Carolina Vocational Rehabilitation Department. For information, qualified students should write to the Department of Vocational Rehabilitation, Raleigh, NC.

LOANS

Loans are available through federal and state programs as well as through private donors.

Federal Perkins Loan

Assistance is available in the form of loans which bear no interest while the student is enrolled at least half-time in an institution of higher education. Interest begins to accrue at the rate of five (5) percent and payment begins nine months after the borrower ceases to be enrolled in at least a half-time course of study. Repayment may be extended over a period of ten years as long as a minimum repayment of $40 per month or $120 per quarter is made.

Loans are made to entering freshmen and transfer students who are enrolled as regular students and to returning students who are in good academic standing and who can demonstrate financial need. The Perkins Loan program is funded by the federal government.

Federal Stafford Loan Program

Subsidized: Based on financial need, these are low-interest loans made by lenders such as banks, credit unions or savings and loan associations and insured by state guaranty agencies. Loan limits are based on need and grade level.

Non-Subsidized: These loans are not based on need. Interest accrues to the borrower beginning on the date of disbursement by the lender. The borrower is responsible for the interest during in-school and deferment periods.

Undergraduate students must be enrolled for at least six (6) semester hours in order to be eligible for a Stafford Loan. Graduate students must be enrolled for three (3) semester hours. All students must submit the FAFSA form and a loan application in order to be considered for a loan.

N.C. State Scholarship Loan Fund for Prospective Teachers

Students desiring loans of this type should make applications to the North Carolina State Department of Public Instruction, Raleigh, North Carolina. This fund provides as much as $2500 per year in financial aid for a prospective teacher. Repayment of the loan is canceled for recipients who teach four years in North Carolina public schools.

Student Loan Funds Provided by Donors

A student with special financial needs may approach the Financial Aid office for information about loan services provided by donors to the university. The Office of Advancement has additional information about the donors of these loans and their honorees.

EMPLOYMENT AND VETERANS' BENEFITS

STUDENT EMPLOYMENT

The student employment programs help eligible students pay University expenses while attending classes full time. Students participating in the programs are employed with the Maintenance Department, Library, Cafeteria, Switchboard, Administrative and Departmental Offices, and Laboratories.

The student employment programs consist of the University Self-Help Program and the Federal Work-Study Program, which is a federal assistance program. To participate in the programs, a student must have a completed application for aid on file in the Financial Aid Office. To participate in the Federal Work Study Program, a student must demonstrate financial need.

A student's work schedule will depend upon class schedules and can be arranged by the student and the student's work supervisor. These jobs provide learning opportunities as well as financial aid.

VETERANS' BENEFITS

Vocational Rehabilitation

Veterans who enter the University under Chapter 31, Title 38, U.S. Code, Vocational Rehabilitation for Disabled Veterans, and have the approval of the Veterans Administration will have their University fees paid directly to the University by the U.S. Government.

GI Bill

Veterans eligible for the G.I. Bill, Chapter 30, Title 38, U.S. Code effective October 19, 1984, and Chapter 32, Title 38, United States Code, effective January 1, 1977, must make application for their benefits. For information regarding eligibility, or application forms, contact the Veterans Administration, Regional Office, 251 North Main Street, Winston-Salem, N.C. or the Financial Aid Office, University of North Carolina at Pembroke. Transfer students on the G.I. Bill should complete VA Form 21E-1955, Request for Change of Program or Place of Training, prior to the time they plan to transfer.

Once the veteran is enrolled, he/she must attend classes regularly to continue receiving benefits.

NC National Guard, Chapter 106

Upon enlistment in the North Carolina National Guard, students will be eligible to apply for up to $1000 per year tuition assistance. The Tuition Assistance program was established by the North Carolina Legislature to provide educational assistance for members of the North Carolina National Guard. For further information students can write to:

NORTH CAROLINA ARMY NATIONAL GUARD,
Educational Opportunities, Att: AGRR
4105 Reedy Creek Road
Raleigh, NC 27607

Veteran Dependents

Children of disabled or deceased veterans may receive financial assistance in the payment of tuition, room, meals, and other required University fees. For information and application forms, students should write to the North Carolina Department of Veterans Affairs, Raleigh, N.C.

Chapter 35, Title 38, U.S. Code provides for the training of sons, daughters, spouses, and widows of veterans who died in service; who died as a result of a service-connected disability; who became permanently and totally disabled as a result of a service-connected disability; or who have been listed as missing in action, captured, detained, or interned in line of duty by a foreign government or power.

Students enrolling under provisions of Chapters 30, 32, 35 and 106 will pay fees at the time of registration and receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran or dependent should make arrangements as early as possible.

POLICY ON SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

It is the policy of The University of North Carolina at Pembroke that all degree-seeking students must be making satisfactory academic progress to be considered for financial aid, including loans. Students must meet the requirements to continue enrollment in their respective degree programs AND attain the minimum grade point average designated below for the number of hours attempted to be considered to be making satisfactory academic progress. In addition, students MUST complete a minimum of two-thirds of all hours attempted.

Procedures for Determining Satisfactory Academic Progress

Minimum QPA Requirements: Undergraduate. After this number of hours attempted, a student must have earned at least this quality point average:

Semester Hours	Quality Point Average
1-29	1.500
30-59	1.750
60-89	1.875
90 or more	2.000

To determine satisfactory academic progress status and eligibility for financial aid, a student's academic record is evaluated once a year, normally at the time (s)he applies for financial aid, and includes all previously attempted course work. A student may request are evaluation after subsequent course work; however, some sources of aid will have been committed completely.

Maximum Number of Credit Hours

The average length of an undergraduate program at UNCP is 120 credit hours. An undergraduate student is eligible to receive financial aid for a maximum of 150% of the hours required for a degree. Graduate students may receive financial aid for a maximum of 150% of the hours required for a degree. Students are meeting the completion rate requirement if the overall attempted hours is less than (<) or equal to 150% of the credit hours required for the degree.

Example: Student's Overall Attempted Credit hours are 136
Credit Hours required for the degree are 127
127 X 1.5 =190.5

A full-time undergraduate degree student who is receiving financial aid must be registered for a minimum of twelve (12) semester hours per term (six hours during each summer session). This also applies to a senior's last term. The academic load is determined at the end of the drop/add period each semester. If a student reduces his/her course load below the minimum, the Financial Aid Office must be notified and some aid funds may have to be repaid. The student is responsible for notifying the Financial Aid Office if a reduction occurs or is contemplated.

Undergraduate Second Degree Students

A student working toward a second or subsequent baccalaureate degree is expected to make the same satisfactory progress and enroll for the same minimum course load when receiving financial aid as that stated above. These students will normally be eligible for loans only, and eligibility will be limited to no more than two additional academic years.

Graduate Degree Students

A graduate student is considered to be making satisfactory academic progress for financial aid purposes, if (s)he has completed two-thirds of all hours attempted. Should a graduate student carry an incomplete beyond one semester, then (s)he will not be considered to be making satisfactory progress for financial aid purposes and will not be eligible for further financial assistance until the incomplete has been removed. Once the student notifies the Financial Aid Office that the incomplete has been removed and a grade has been posted, the student regains eligibility for financial aid. The student may receive aid for the semester during which the incomplete is removed if the semester has not yet ended. If it has ended then the student regains eligibility for financial aid for the next term.

To be considered full-time, students must enroll for at least six (6) graduate hours each semester. Academic load is determined at the end of the drop/add period each semester. If hours are dropped below these levels, the student must notify the Financial Aid Office, and some funds may have to be repaid.

Appeals Process

Students who no not meet satisfactory academic progress standards are no longer eligible to receive financial aid. These students will not be eligible to receive financial aid for two consecutive semesters (i.e. fall and spring or spring and fall semesters). Once the two full semesters have expired, students will again be able to receive financial aid, provided they meet the other requirements for continuation or readmission to the University. A student who has been declared academically ineligible for financial aid has the opportunity to appeal. Appeals must be in writing and must fully explain any mitigating circumstances which contributed to the student's poor academic performance. Appeals generally given consideration involve circumstances such as:

(a) extended illness or hospitalization of student

(b) an accident which incapacitates the student for an extended period of time

(c) death or extended illness of an immediate family member which results in greater family responsibilities for the student.

An appeal will be strengthened by providing a written statement of the student's proposed plan for academic improvement. Any special arrangements that have been made for tutoring or other support services to help assure academic improvement should also be described in the appeal letter. A financial aid committee will review the appeal letters. If a student's appeal is not approved, that student will not be eligible for aid for two consecutive semesters.

Appeals should be addressed to the Financial Aid Committee and mailed to:
Financial Aid Office
The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, NC 28372-1510

Withdrawing from Classes

If a student withdraws from a semester in which he/she is receiving financial aid, the student may be required to repay some or all of the financial aid received for the term. The amount to be repaid depends on the date of withdrawal. Federal regulations state that a student earns financial aid by remaining in class for at least 61% of the semester in which aid is being received. If a student withdraws prior to that time, the Financial Aid Office will determine the payback amount after performing a federal calculation at the point of withdrawal. Students may owe a balance to the University in these cases. Specific information regarding the University's refund for not completing the entire semester may be obtained from the University Cashier's Office.

Incompletes and Withdrawals

For a discussion of how incomplete grades and audited courses are figured in the quality points averages, please see the University Catalog under Academic Procedures and Policies.

Receiving all Fs in a Semester

If a student earns all Fs in a semester in which he/she is receiving financial aid, the student must show proof of class attendance that semester in order to be eligible for federal financial aid in subsequent semesters. If a student cannot get proof from professors that classes were attended, according to federal regulations, the student will be required to pay financial aid back based on the federal calculation and using the 50%point of the semester as the withdrawal date. Students may owe a balance to the University in these cases.

Dropping Classes

If a student withdraws from a class after the census date and receives a "W," no financial aid will need to be paid back. However, if a student has a class completely removed from his/her transcript, some financial aid may need to be paid back. Students may owe a balance to the University in these cases.

Teacher Licensure Students

If a student is taking at least six hours per semester toward teacher licensure, according to federal regulations, a Document of Intent Form must be obtained from the School of Education stating that the student is pursuing licensure in order to qualify for federal student loans. Students who are admitted to the Regional Licensure Program are not eligible for financial aid.

Second-Degree Seeking Students

If a student is pursuing a second degree and taking at least six hours per semester, according to federal regulations, a Document of Intent Form must be obtained from the Registrar's Office stating that the student is pursuing a second degree in order to qualify for federal student loans.

Special Admitted Graduate Students

If a student has been granted a "special admit" status through the School of Graduate Studies and taking at least three hours per semester, according to federal regulations, a letter from the Dean of Graduate Studies must be obtained stating that the student has been conditionally admitted to the program. These classes must be pre-requisites in the student's major in order for him/her to qualify for federal student loans.

STUDENT AFFAIRS AND STUDENT SERVICES

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The Office for Student Affairs is responsible for the management and coordination of all co-curricular activities, non-academic support programs and services, and student life policies and procedures. It also retains budgetary approval over fees which support student activities.

University Housing, the Career Services Center, the Counseling and Testing Center, Student Health Services, the Office of Student Development, the Center for Leadership and Service, the James B. Chavis University Center/University Center Annex, the Givens Performing Arts Center, Multicultural and Minority Affairs, Student Publications, and Judicial Affairs all report to the Vice Chancellor for Student Affairs, whose office is located in Suite 242 on the second floor of Lumbee Hall.

Every effort is made to provide an environment which is pleasant and conducive to intellectual growth and well-being. Through the services and activities affiliated with campus life, the students at The University of North Carolina at Pembroke may acquire experience in individual and group leadership and personal development to supplement and enrich the academic component of their education.

ROOM AND BOARD

STUDENT HOUSING

At UNCP, housing is an integral part of the educational program. Campus housing is considered to be more than merely a place to sleep; it is "home" for many students. The University's aim is to provide housing that offers an environment conducive to studying and to provide an opportunity for each student to develop socially and academically. Especially mature, well-qualified students are employed as Resident Advisors. RAs have many duties; however, one of their primary duties is to extend the services of the Counseling and Testing Center into each room.

Campus housing is located within walking distance of all campus facilities including classrooms, library, cafeteria, snack bar, student center, bookstore, post office, and recreational facilities. A wide selection of campus recreational facilities and programs is available to all students. Students are encouraged to become involved in the different activities and student organizations on campus.

A Housing Agreement/Application must be completed by all students entering UNCP who request to live on campus. An application can be obtained from the Housing Office (currently located in Student Affairs, Suite 242, on the second floor of Lumbee Hall but scheduled to move to the University Center Annex in the fall of 2007) or by writing to the Housing Office, The University of North Carolina at Pembroke, P.O. Box 1510, Pembroke, NC 28372-1510. This application and a $125 deposit must be on file before a room assignment can be considered. All students moving into campus housing must have paid room and board fees before keys can be issued to rooms. Neither returning students nor new students will be guaranteed a specific roommate, a specific room, or a specific assignment.

SUMMER HOUSING

Room and Board are available during both terms of the Summer Session. An application and a $125 deposit must be on file before an assignment can be made.

SODEXHO FOOD SERVICE

Customer meal plans are not transferable under any circumstances, and each student must present his/her UNCP Braves One Card each time of entry into the cafeteria. No one but the owner can use the Braves One Card.

Braves One Cards are made in the UNCP Braves Card Office, located in the Business Services Building. Meal blocks for Braves One Cards must be paid for in advance of their issuance. Payment will be made to the University Cashier. Students who lose their Braves One Card must pay a $20 replacement fee for reissuance of cards.

Munch Money may be added to the Braves One Card at the University Cashier's Office or the Braves Card Office. The Braves One Card may then be used for Debit Card purchases in Bert's Cafe or in the cafeteria.

All meal plans are valid seven days a week, except summer session.

STUDENT SERVICES AND POLICIES

COUNSELING AND TESTING CENTER

The University of North Carolina at Pembroke believes that education includes the development of the total person and not intellect alone. UNCP's Counseling and Testing Center provides services that are central to the overall mission of the university. These services help students to achieve their educational goals, to learn the process of problem solving, to increase and enhance their capacity for satisfying interpersonal relationships, to define their career goals, and to make full use of their potential for continued growth beyond their educational experience. Thus, the mission of the Counseling Center is to provide services of a primarily developmental and preventative nature to help students balance their lives. These services are directed towards enhancing the skills which students bring with them to UNCP and encouraging the development of skills which will make students more successful both at UNCP and beyond.

The center offers confidential individual and group counseling, educational workshops, testing, and assessment. Licensed professionals provide counseling services for UNCP students without cost. Typical concerns addressed are stress, anxiety, homesickness, disordered eating patterns, depression, family concerns, alcohol and drug issues, self-esteem, sexuality, and many others. Services are typically provided by appointment; however, urgent care needs can be addressed immediately.

The center also offers several tests including the CLEP, TOEFL, and MAT.

The Counseling and Testing Center is located on the second floor of the Chavis University Center in Room 243 and can be contacted by phone at 910-521-6202 or on the web at www.uncp.edu/ct.

STUDENT HEALTH SERVICES

The Student Health Services Center is staffed Sunday 5 p.m. - Friday 4 p.m. during the academic year. Available medical services include primary medicine, routine gynecologic examinations and contraceptive health education, immunizations, confidential HIV testing, allergy injections, laboratory services, nursing services, minor injury treatment, and health education programs. A physician or nurse practitioner is available during selected hours. Seriously ill students and emergencies are referred to local medical facilities as necessary. Students should be aware that student health fees do not cover off-campus treatment. A current, validated student ID card is required for all visits. All registered students taking nine (9) or more credit hours are required to purchase the student injury and sickness insurance plan, with the following exception: students who submit evidence of equivalent coverage satisfactory to the policyholder may waive coverage.

MEDICAL HISTORY AND IMMUNIZATIONS

N.C. Law requires that each student provide proof of immunizations. Any student who does not have the mandated immunizations and/or does not furnish the required medical statement within

thirty (30) days of the first day of class will be withdrawn from classes. The University has no authority to waive these requirements and/or give extension on the thirty (30) day time limit. A medical history form, which includes the required immunization documentation, should be returned as part of the admission requirement prior to registration. This form must be completed by the student and on file with Student Health Services. The director and nurses on duty are available to assist students in completing the necessary immunizations. This law applies to all students except the following: students registered only in off-campus courses; students attending night or weekend classes only; and students taking a course load of four (4) credit hours or fewer and residing off campus.

CAREER SERVICES CENTER

The Career Services Center is located in the James B. Chavis University Center, Room 210. The Center's purpose is to assist students and alumni with career planning and the job search. Career consultants are available to assist students in deciding their major, assessing their skills and interests, exploring job information, writing résumés and cover letters, polishing interviewing skills, and developing job search strategies.

The Career Library maintains resources related to college majors, careers, employers, graduate schools, internships/co-ops, and the job market. Web services are available for students to post résumés and references, view job listings, and network with employers.

Workshops are offered throughout the year on a wide range of career planning topics. The following events are scheduled annually: CAR 1010: Introduction to Career Development, Freshman Seminar tours, business etiquette dinners, and career fairs.

Representatives from business, industry, government, healthcare agencies, and public schools visit the Career Center during the fall and spring semesters to interview students and alumni for job and internship vacancies. The UNCP Alumni Career Connection is a network of graduates willing to contribute information and/or time to students exploring careers, graduate schools, internships, etc.

For more information, view the Career Center's website and online newsletter at www.uncp.edu/cs or call to make an appointment. Office hours are 8:00 am - 5:00 pm, Monday - Friday.

MULTICULTURAL AND MINORITY AFFAIRS

The Office of Multicultural and Minority Affairs (OMMA) provides leadership and advocacy to support cultural diversity and to prepare students to interact in a diverse world. OMMA strives to provide programs and services that support the academic mission of the University by enhancing the educational, personal, cultural, and social development of diverse and ethnic minority student populations. As an agent of change, OMMA seeks to value cultural diversity in order to promote an empowered society. OMMA is in the business of ensuring that every UNCP student of color is equipped and linked to the right resources and services that the University and community at large have to offer. OMMA is located on the first floor of Old Main, in the Multicultural Center, Room 132. Office hours are 8:00 am - 5:00 pm, Monday-Friday.

MULTICULTURAL CENTER

The Multicultural Center is open to the entire campus community and exists to promote opportunities that will educate, embrace, and celebrate global diversity awareness. The Center offers changing exhibits showcasing the unique qualities of a variety of cultures. Exhibits will represent a vast array of various cultures from different communities of interest. A computer lab resides in the Center for students to utilize. The Center serves as a resource for minority students by providing academic and personal advisement, as well as cultural and social programs/activities designed to facilitate adjustment to student life at The University of North Carolina at Pembroke. Additional services include orientation programs, regional travel, and social opportunities. The Center is also available for scheduled meetings of student, faculty, and staff groups.

STUDENT RIGHTS AND RESPONSIBILITIES

Students who apply for admission to The University of North Carolina at Pembroke and are subsequently admitted are not enrolled as a legal or constitutional right. Authority to determine academic admission standards is delegated to the Board of Trustees and the Chancellor. When a student is admitted to UNCP, he or she accepts the rules, regulations, and procedures that apply to the campus.

Students attend UNCP as a voluntary act and accept substantial benefits which the State of North Carolina provides. In taking such action, and accepting the benefits which accrue, students must accept the rules and regulations that have been developed pursuant to law.

Upon enrollment, a student receives no sanctuary from obedience to law. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally. In addition to the federal, state, and local laws that pertain to all citizens, a student must accept the institutional rules and regulations necessary to accomplish the purposes for which the institution was established. The student does not, however, lose constitutional or legal rights by an act of voluntary enrollment. The Code of the University of North Carolina specifically refers to the important right of a fair hearing and due process. Federal and state statutes and court cases have established certain student rights which are not to be infringed upon, except in situations which are themselves outlined in law and court procedures. Among these are:

1. No student may be denied access to university facilities or programs on the basis of sex, race, religion, or national origin.
2. No student may be denied the protection of the First Amendment of the Constitution of the United States and Article I of the Constitution of the State of North Carolina, which refer to freedom of speech, freedom of religion, freedom of the press, and freedom to assemble peacefully.
3. No student may be denied the continuance of his/her education for disciplinary reasons without being afforded the right to due process.

Additional rights recognized by UNCP are:

4. The right to read and study free from undue interference in one's room. (Unreasonable noise and other distractions inhibit the exercise of this right.)
5. The right to sleep, the right to one's personal belongings, the right to free access to one's room and suite facilities during the period that the residence halls are open, the right to a clean environment in which to live. (Optimum physical conditions are essential, as they support, reinforce, and provide positive conditions in which to learn and live.)
6. The right to redress of grievances. If the academic and residence hall communities are to function in the most educationally profitable manner, the right to initiate actions and referrals for impartial and fair adjudication of grievances is held paramount. In exercising this right, the student further holds the right to be free from fear or intimidation, physical and/or emotional harm, and without imposition of sanctions apart from the due process.
7. The right to personal privacy. All persons should have freedom from interference with their personal activities and should be able to maintain privacy for other than academic reasons.
8. The right to host guests. All students should have the opportunity to maintain personal contacts and friendships with other persons to fulfill their needs for socialization. Guests are to respect the above stated rights of the host's roommates and of other residents.

CODE OF CONDUCT

Any student whose **conduct on or off campus** becomes unsatisfactory and is determined to have a detrimental impact on the mission of the University will be subject to appropriate judicial action. No student will be permitted to graduate or officially withdraw from the University while disciplinary action is pending against him or her.

According to the By-Laws of the Board of Trustees of The University of North Carolina at Pem-

broke, ratified in March of 1968, the administration of the University is responsible for all phases of student discipline. The administration holds that a student enrolling in the University assumes an obligation to conduct himself/herself in a manner compatible with the University's function as an educational institution. Further, the Board of Trustees has directed the administration to take appropriate disciplinary action against students and student organizations who are found to be in violation of the University's Code of Conduct. A UNCP student shall refrain from the following prohibited behaviors which reflect conduct unbecoming of a student at The University of North Carolina at Pembroke:

1. Violating the Academic Honor Code;
2. Furnishing false information to the University with intent to deceive;
3. Withholding, with knowledge, information from the University;
4. Refusing to comply with any lawful order of a clearly identifiable University official acting in the performance of his/her duties in the enforcement of University policies (residence staff members are considered University officials when acting in an official capacity);
5. Failing to present his/her ID when requested to do so by a University official;
6. Forging, altering, defrauding, or misusing documents, charge cards or money, checks, records, and ID cards of an individual or the University;
7. Violating the UNCP appropriate use policy for computers, networks and federal copyright law;
8. Neglecting to discharge all obligations to the University prior to the close of each semester;
9. Loitering around the residence halls after visitation hours have expired;
10. Disruptive and disorderly conduct;
11. Operating cell phones, pagers, beepers, etc., in classrooms, libraries, and labs;
12. By means other than the use or threatened use of physical force, harassing or threatening another in a manner or through such behavior that a reasonable person would find threatening;
13. Harassing another student by using objectively offensive speech or behavior of a biased or prejudiced nature related to one's race, color, creed, national origin, sex, religion, handicap, age, or sexual orientation, if such speech and/or behavior is so severe and pervasive as to effectively prevent the other student from obtaining an education or to create an objectively hostile educational environment;
14. Unauthorized entry or presence in or upon or use of any University premises or property (including but not limited to roofs, storage facilities, crawl spaces, mechanical rooms and out buildings) or student property (i.e., automobiles, lockers, or residences) or unauthorized possession, duplication, loan, or use of keys to any university premises or property;
15. Engaging in objectively offensive or disruptive speech or conduct directed toward a member of or visitor to the University community; if such language or conduct is obscene or so severe and pervasive as to constitute legally prohibited harassment in that it effectively prevents an individual from obtaining an education or creates an objectively hostile educational or work environment;
16. Obstructing justice by hindering or impeding a duly authorized function of any judicial hearing;
17. Obstructing or disrupting teaching, research or other University activities on University premises; the handling of disruptive behavior in the classroom is left to the discretion of the individual faculty member. However, it is suggested that the faculty member make clear to the class in the syllabus or at an early class meeting that any behaviors that disrupt the teaching and/or educational process will not be tolerated. If a student displays such behavior, the faculty member should deal with it early and directly by speaking to the student. If it continues to be a problem the faculty member may ask the student to leave the classroom and should report the student to the Vice Chancellor for Student Affairs. Written documentation should be kept for each instance including how it was handled. At

the faculty member's request and with appropriate documentation, the Office for Academic Affairs will administratively withdraw the student from class(es) as a result of repeated disruptions to the academic process.

18. Violating policies governing residence life;
19. Rollerskating/blading, skateboarding, scooter riding and the riding of bicycles is prohibited in University buildings. Rollerskating/blading, scooter and bicycle riding as a means of transportation is only permitted on walkways and ramps when the operator does not create a hazard to themselves or others. Performing jumps or other stunts ("hot-dogging") is strictly prohibited on campus. Rollerskating/blading and skateboarding by visitors is prohibited. Skateboarders and rollerskaters/bladers may not be towed by bicycles or other vehicles.
20. Endangering, injuring, or threatening to injure the person or property of another;
21. Vandalizing, destroying maliciously, damaging or misusing public or private properties, including library materials;
22. Stealing or attempting to steal, aiding or abetting, receiving stolen property, selling stolen property, or embezzling the property of another person or the University (Book Selling – When a student resells a book to an individual or to the bookstore, that student is held responsible if the book which is being resold is stolen property. If, and when, a student buys a book from another student, it is the purchaser's or seller's responsibility to be able to identify the student involved. If the student buying the book will not or cannot identify the seller, the student buying the book will be held responsible. The student who sells a book to another student should always have his/her ID number in the book);
23. Being intoxicated in public, displaying, driving under the influence, illegally possessing or using alcoholic beverages or liquors, or providing alcohol to students under legal age;
24. Illegally manufacturing, selling, using, or possessing narcotics, barbiturates, amphetamines, marijuana, sedatives, tranquilizers, hallucinogens, and/or other known drugs and/or chemicals;
25. Buying, selling, possessing, or using any kind of drug paraphernalia or counterfeit drugs;
26. Participating in hazing or illegal harassment of UNCP students;
27. Possessing or using firearms, fireworks, explosives, or illegal weapons on University property;
28. Sexual harassment of any member of the University community;
29. Misusing, tampering with, or disturbing without proper cause any fire prevention and control equipment;
30. Gambling on University property;
31. Knowingly acting as an accessory to any of the charges contained herein by:
    a. Being present while the offense is committed and advises, instigates, or encourages the act, or
    b. Facilitating in the committing of an offense in any way.

UNIVERSITY JUDICIAL SYSTEM

Subject to any policies or regulations of the Board of Governors or of the Board of Trustees, it shall be the duty of the Chancellor to exercise full authority in the regulation of student affairs and in matters of student discipline in the institution. In the discharge of this duty, delegation of such authority may be made by the Chancellor to faculty committees and to administrative or other officers of the institution, or to agencies of student government, in such a manner and to such extent as may by the Chancellor be deemed necessary and expedient. In the discharge of the Chancellor's duty with respect to the matters of student discipline, it shall be the duty of the Chancellor to secure to every student the right of due process and fair hearing, the presumption of innocence until found guilty, the right to know the evidence and to face witnesses testifying against the student, and the right to such advice and assistance in the individual's defense as may be allowable under the regula-

tions of the University approved by the Chancellor. In those instances where the denial of any of these rights is alleged, it shall be the duty of the President of the University of North Carolina to review the proceedings.

Every student shall be bound by the Honor Code, the laws of the Student Body enacted in accordance with the Student Government Association Constitution, and the University Code of Conduct. The Honor Code shall prohibit academic dishonesty. Offenses against the Student Body are stealing, passing bad checks (Student Check Cashing Service), and such other offenses as may be defined by the Student Senate law. The University Code of Conduct is found in the Student Handbook and is located on the Internet at the following address: www.uncp.edu/handbook as well as in the University Catalog. All adjudicatory power of the Student Body shall be vested in a system of hearing boards with recognition that ultimate responsibility must conform with the By-Laws of the University as established by the Board of Trustees.

APPEALS

Any disciplinary action may be appealed. Further information may be found in Article IV of The University of North Carolina at Pembroke Student Constitution located in the Student Government section in the Student Handbook.

STUDENT DISCIPLINE RECORDS

The University maintains for every student who has received any discipline sanctions a written discipline record. The file shall include the nature of the offense, the penalty assessed, and any other pertinent information.

Student Conduct discipline files are housed in the Office of Student Affairs for eight years and are then forwarded to the Registrar's Office unless the sanction is suspension or expulsion. Suspension and expulsion files are kept in the Student Affairs Office indefinitely. Students suspended or expelled for disciplinary infractions will be entered into the Suspension/Expulsion database at UNC General Administration and will be available to all UNC campuses. Names will be deleted from the database when the individuals have completed their suspension and met all requirements for readmission or have been reinstated following an expulsion.

Academic Honor Code violations resulting in conviction will be kept in the Student Affairs Office for ten years. Pertinent information involving these cases will be transferred to the Registrar's Office immediately after verdict.

Student discipline records are confidential in accordance with federal and state laws. The contents of the student's discipline record may not be revealed to anyone not associated with campus discipline except upon written request of the student or a court-ordered subpoena.

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE DRUG POLICY

I. Introduction

This policy is adopted by the Board of Trustees of The University of North Carolina at Pembroke in conformity with the direction of the Board of Governors of The University of North Carolina. It is applicable to all students, faculty members, administrators, and other employees. This policy is also intended to comply with the requirements of the Drug-Free Schools and Campuses regulations of the U.S. Department of Education.

The University of North Carolina at Pembroke (the "University" or "UNCP") is dedicated to providing a work, study, and recreational environment that does not include illegal drugs, abuse of prescription medications, or excessive use of alcohol. All students, staff, faculty, and guests are viewed by the University as individually responsible and legally accountable for their actions. The illegal possession, sale or use of drugs, including alcohol, adversely affects the academic community. Toward that end, the University notifies in writing, the parents of students under the age of 21 of such offenses.

In addition, students should be aware that the UNCP Student Code of Conduct extends to any student whose conduct on or off campus becomes unsatisfactory and is determined to have a detri-

mental impact on the mission of the University. Students whose behavior off campus requires the involvement of law enforcement or other authorities may be subject to appropriate judicial sanctions from the university. This behavior includes being intoxicated in public, displaying, driving under the influence, or illegally possessing or using alcohol, or providing alcohol to students under legal age. Manufacturing, selling, using, or possessing narcotics, barbiturates, amphetamines, marijuana, sedatives, tranquilizers, hallucinogens, and/or other known drugs and/or chemicals is included in this code, as is buying, selling, possessing, or using any kind of drug paraphernalia or counterfeit drugs.

The University has developed drug education, prevention, and intervention programs. Members of the University community are encouraged to become familiar with the programs and are invited to take advantage of the services provided.

The Chancellor has designated the Assistant Director of the Counseling and Testing Center as the coordinator of drug education, who, with that designation, is the person responsible for overseeing all programs and reporting requirements related to this policy.

II. Alcohol/Drug Education Programs

The University has established and maintains a program of education designed to help all members of the University community avoid involvement with illegal drugs. This educational program emphasizes these subjects:

The incompatibility of the use or sale of illegal drugs with the goals of the University;
The legal consequences of involvement with illegal drugs;
The medical implications of the use of illegal drugs; and
The ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities.

A. Alcohol Drug Abuse Prevention Team (ADAPT)

ADAPT was initiated in 1988 to provide all members of the University community with coordinated drug-related education, prevention, and intervention services. The term "drugs" includes both legal drugs (i.e., alcohol, prescription medications, over-the-counter medications, nicotine, caffeine, etc.) and illegal drugs as covered by the Controlled Substance Act (N.C.G.S. 90-88 et. seq.). ADAPT defines its mission as prevention, intervention, and education concerning the use and/or abuse of alcohol and other drugs.

A staff member of the Counseling and Testing Center serves as chairman of ADAPT. The team represents a cross-section of the University and local community. The chairman prepares an annual report for the Chancellor.

ADAPT activities encourage individuals to:

- Value and maintain sound health.
- Respect state/federal laws and University regulations.
- Recognize and resist pressure to use drugs.
- Promote drug-free activities.
- Promote the use of rehabilitation resources.
- Recognize the incompatibility of drug abuse and achievement of personal goals.

B. Educational Activities and Counseling Services

1. **Division of Student Affairs** provides the following:
   a. Annual notification to all enrolled students of the consequences of drug use and/or abuse.
   b. Administration of an annual, anonymous, freshman *wellness* survey.
   c. Educational programs in a variety of formats.
   d. A multimedia library on drug related topics.
   e. Alternative programming promoting drug-free fun.
   f. *Living/Learning* programs in the residence halls.
   g. Observance of *National Collegiate Alcohol Awareness Week.*
   h. Peer-educators to encourage informed choices concerning alcohol consumption and to discourage the use of illegal drugs.

i. Twelve-step meeting schedules, e.g., AA, NA, etc.
j. Referral information for students and employees.
k. Drug assessment and/or counseling for students and employees.
l. Support groups and drug awareness workshops.
m. Drug education for student violators of this Drug Policy.

2. **Division of Academic Affairs** provides the following:
   a. Alcohol/drug modules in all Freshman Seminar classes.
   b. Academic credit courses in drug abuse prevention and chemical dependency.
   c. Academic credit courses in wellness and fitness.
   d. A *Wellness Committee* to promote healthy choices.
3. **Division of Business Affairs** provides the following.
   a. An Employee Assistance Program (EAP) which includes consultation, assessment, and referral.
   b. Annual written notification of all employees of this Drug Policy, the consequences of drug use/abuse, and available resources, including EAP, for counseling and rehabilitation.

III. Institutional Policy on Drugs

Individuals who suspect they may have a drug or alcohol problem are encouraged to seek help through the Counseling and Testing Center or Employee Assistance Program before the problem affects their academic performance, work performance or conduct. Anyone reporting to class/work under the influence of alcohol or illegal drugs or using alcohol or illegal drugs on the job may be suspended or dismissed without warning. In addition to disciplinary action by the University, violation of the University's drug-free policy may be cause for criminal prosecution by government or law enforcement agencies.

The illegal possession, sale, or use of drugs, including alcohol, will not be tolerated at the University. Violation will result in sanctions which may include dismissal from employment and the termination of student status (suspension or expulsion). The University may impose sanctions if it is proven by a preponderance of evidence that a violation has occurred. Students, faculty and staff are subject to federal, state, and local laws as well as University rules and regulations. Members of the University community are not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally. Although the University reserves the right to impose more severe sanctions for any violation of its Illegal Drug and Alcohol Policy as circumstances may warrant, the minimum penalties that may be imposed for particular offenses are set out herein below.

A. **Alcohol Possession and/or Consumption Regulations**

1. Programs exist on campus to assist persons of legal age in making informed choices concerning alcohol.
2. Students of legal age are permitted to possess and consume beer, unfortified wine, fortified wine, spirituous liquor, and mixed beverages only within the confines of their residence hall rooms.
3. A student, age 21 or older, is permitted to carry in and consume beer (limit 72 oz.), unfortified wine (limit 30 oz.), or wine coolers (limit 60 oz.) with 17% or less alcohol content at the annual semi-formal Homecoming Dance. The sharing of alcoholic beverages during the dance is prohibited. Violators will be dismissed from the Homecoming Dance and will be subject to disciplinary action. Spirituous liquor and fortified wine (more than 17% alcohol, e.g., sherry or brandy) are prohibited at the Homecoming Dance. Individuals may be prohibited from bringing in alcohol, if it appears that they have consumed alcoholic beverages prior to the dance.
4. Student possession and/or consumption of any alcoholic beverage is prohibited at any location except as indicated in Section III, Subsection A, 2 and 3 of this Drug Policy.
5. Student fees cannot be used to purchase alcohol.
6. Kegs are not permitted on campus. Students are not to possess kegs, or any other common source containers of alcohol such as "party balls," or use any item such as bathtubs, trash

cans, or similar container to hold alcohol. Beer funnels or other alcohol paraphernalia used for rapid consumption is not permitted anywhere on campus. Students are not allowed to construct or own a table used for the purpose of "beer pong" on campus. Kegs, or any other rapid alcohol consumption paraphernalia brought onto campus, will be seized as contraband by the Campus Police and the contents destroyed. Kegs may be retrieved with proof of ownership when the student is prepared to remove them from campus. The Chancellor of The University of North Carolina at Pembroke reserves the right to approve the use of alcoholic beverages (including kegs or beer) at special functions, provided appropriate permits are obtained from the North Carolina Alcoholic Beverage Control Commission.

7. In an effort to create sanctions for the violations to the University alcohol and drug policy that reflect UNCP's commitment to reduce underage and high-risk drinking and adherence to General Statute 18B-302, the following will be enforced on a case-to-case basis, but not limited to:

   Minimum sanctions against students for underage consumption or possession/public display of alcohol:

   a. 1st Offense - Offenders will participate in a drug education and/or counseling program at their cost (currently $100); parental notification of offenses.
   b. 2nd Offense - Offenders will participate in additional drug counseling and assessment and follow all counseling recommendations; offenders will pay the fee for this program (currently $100); parental notification of offenses; conduct probation.
   c. 3rd Offense - Suspension from the University for a period of at least one semester.

8. Sanctions for consumption, public display, or excessive use of alcohol (See Section C) by students 21 and older that require the involvement of campus police or the student affairs office shall be determined on a case-to-case basis, but may include:
   a. 1st Offense - Offenders participate in a drug education and/or counseling program at their cost (currently $100)
   b. 2nd Offense - Offenders participate in additional drug counseling and assessment and follow all counseling recommendations. Offenders will pay the fee for this program (Currently $100) and be placed on conduct probation.
   c. 3rd Offense - Suspension from the University for a period of at least one semester.

9. It is against the law for anyone to sell or give any alcoholic beverage to a person under twenty-one (21) or to aid or abet such a person in selling, purchasing or possessing any alcoholic beverage. Any person under twenty-one who aids or abets an underage person in violating this law may be fined $500, imprisoned for 6 months, or both. Any person twenty-one or older who aids or abets an underage person to violate this law may be fined $2000, imprisoned for 2 years, or both. (General Statute 18B-302) It is the policy of the University to cooperate with local law enforcement who may be investigating incidents where violations of this law have been committed on and off campus.

   Minimum sanctions for students over 21 who provide alcohol to minors:

   a. Offenders will participate in a drug education and/or counseling program at their cost (currently $100). This program will focus on alcohol laws, responsible service practices, and social host liability laws.
   b. Conduct probation for a term to be determined by the judicial process.
   c. A second offense of this violation will mean suspension from the University for a period of at least one semester.

10. Campus mandatory drug education/counseling must be completed within 40 days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes or graduate. Failure to keep campus drug education/counseling appointments will result in a $25 fee for each missed appointment.

11. Guests in violation of this Drug Policy shall be required to leave campus and could face additional sanctions, including arrest and criminal charges. Students who have guests on campus are responsible for their guests at all times and will be held accountable for their guest's actions.
12. Penalties for employees who violate any applicable laws or University policies regarding illegal possession or use of alcohol or provision of alcohol to persons under 21 years of age will be determined on a case-by-case basis and will cover the entire range of penalties available to the University as an employer, including but not limited to suspension and discharge from employment.

B. Social Host Liability Law

In addition to the substantial criminal penalties for furnishing alcohol to an underage person and/or helping an underage person obtain alcohol, individuals and student groups serving alcohol to friends or guests should be aware that if:

1. A person serves an alcoholic beverage to someone whom the server knew, or should have known, was under the influence of alcohol, and
2. The server knew that person would shortly thereafter drive an automobile; a jury could conclude, some injury could result from the negligent conduct. This means that, if someone is injured by a drunk driver and sues the person(s) who served the driver alcohol, a jury might find that the server(s) were partly responsible for the injuries and order the server(s) to pay substantial damages to the injured person or his/her estate. Significant personal consequences could result to the host or provider of the alcohol. The above information is not intended as legal advice. If uncertain about this issue, contact a private attorney.

C. Excessive and/or Harmful Use of Alcohol

Substance abuse, especially alcohol abuse, is a significant problem on university campuses. The University strives to create a healthy academic and social environment that states high-risk or underage drinking will not be tolerated. Excessive and/or harmful use of alcohol is any abuse of alcoholic beverages, as determined on a case-by-case basis by the Associate Vice-Chancellor of Student Affairs. Examples of excessive and/or harmful use of alcohol include, but are not limited to:

1. Use of alcohol which leads to medical consequences such as passing out, blackouts (loss of memory), gastritis (vomiting, retching), physical injuries, or other medical problems.
2. Use of alcohol in association with inappropriate behavior.
3. A pattern of episodes of alcohol related violations of the Student Code of Conduct.
4. A single episode of intoxication in which the Associate Vice Chancellor of Student Affairs or his/her designee believes that the level of alcohol consumption posed a risk to the student's health or well-being. Students who fall under this category of policy violation may be referred to the Emergency Health and Safety committee if their behavior is deemed a safety risk. (Section V, Administrative Policies of the Student Handbook)

D. Illegal Possession of Drugs and/or Paraphernalia by UNCP Students, Staff, and Faculty

1. For a first offense involving the illegal possession or use of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment and from employment for a period of at least one semester or its equivalent.
2. For a first offense involving the illegal possession or use of any controlled substance identified in Schedules III through IV, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) and/or the possession of drug paraphernalia, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis and mandatory participation in a drug education/counseling program. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance

of the prescribed period of probation. In addition, a person on probation must agree to participation in a drug education and counseling program, at the cost of the offender (currently $100 for students), consent to regular drug testing at his or her cost, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. This does not preclude criminal action from being initiated.

3. Students' participation in illegal drug activity off campus may be sanctioned on campus when a nexus to that activity exists on campus. Such activities may include but are not limited to drug testing results for internship participation or athletic requirements. Athletes referred directly by the athletic director for NCAA regulation violations do not incur the above fees, but are subject to the missed appointment fee.
4. Campus mandatory drug education/counseling for students must be completed within 40 days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes, transfer, or graduate. Failure to keep campus drug education/counseling appointments will result in a $25 fee for each missed appointment. This fee applies to all referred offenders from campus police, student affairs, and athletics.
5. For second or other subsequent offenses involving controlled substances, progressively more severe penalties shall be imposed; for students, the minimum penalty cannot be less than suspension for a progressively longer term; more severe penalties may be imposed, including expulsion of students and discharge of employees. To be readmitted after a suspension, the student (at his/her own expense) must submit documentation of multiple negative drug tests over a period of time and meet such other conditions as the University may require.
6. Section 483 of the Federal Higher Education Amendments of 1998 states: "A student who has been convicted of any offense under Federal or State law involving the possession or sale of a controlled substance SHALL NOT BE ELIGIBLE TO RECEIVE ANY GRANT, LOAN, OR WORK ASSISTANCE under this title during the period beginning on the date of such conviction" and lasting for one year, two years, or indefinitely, depending on the offense.

E. Trafficking in Illegal Drugs by UNCP Students, Staff, and Faculty

1. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sale or deliver, any controlled substance identified in Schedule I, N.C. General Statutes 90-89 or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone) any student shall be expelled and any employee shall be terminated.
2. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sale or deliver, any controlled substance identified in Schedules III through IV, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) the minimum penalty shall be suspension from enrollment or employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any employee shall be terminated.

F. Abuse of Prescription and/or Over-the-counter Medications

The abuse of legal medications can lead to serious health complications for the user. Abuse of some medications can also lead the individual to exhibit behavior which is dangerous to self and others. The University strongly supports efforts of individuals to change maladaptive behavior and offers services through both the Counseling & Testing Center, the Student Health Services, and EAP. Continued abuse and disruptive behavior may result in disciplinary action.

G. Hazing by UNCP Students and Student Groups

1. The North Carolina General Statute (14-35) defines hazing as follows: "to subject another student to physical injury as part of an initiation, or as a prerequisite to membership, into

any organized school group."

2. Hazing violations involving drugs and/or alcohol will be required to participate in the campus mandatory drug education/counseling program as well as incur all costs associated with the program.

H. Suspension Pending Final Disposition

A student, faculty member, administrator, or other employee charged with a violation of this policy may be suspended from enrollment and employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or his designee concludes that the person's continued presence would constitute a clear and immediate danger to the health or welfare of any member of the University community. When a suspension is imposed, an appropriate hearing of the charges against the person suspended shall be held as promptly as possible.

I. Process for Imposition of Penalties

Students, faculty, and staff are subject to all local, state, and federal laws relating to drug use and possession. Action on the part of the University is based upon its right to carry out its appropriate mission and is not designed to be merely punitive. University action is not dependent upon and does not preclude criminal or civil action in the courts.

Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 502 D(3) and Section 603 of the University Code; by the Board of Governors policies applicable to other employees exempt from the State Personnel Act; and by regulations of the State Personnel Commission. Faculty should refer to section 5-5, "Due Process Before Discharge or the Imposition of Serious Sanctions" and Appendix H in the Faculty Handbook. Students should refer to the "Student Government Association Constitution" in the Student Handbook, Article IV, "The University Hearing and Appeal System.". SPA employees should refer to the State Personnel Manual (available through the Human Resources Office or on the OSP Website at http://www.osp.state.nc.us/manuals/dropmenu.html), Section 7, "Disciplinary/Appeals/Grievances" and UNCP's "SPA Employee Grievance and Appeal Policy." EPA employees should refer to the UNCP's handbook for EPA employees, "Personnel Police for Employees Exempt from the State Personnel Act, UNCP," Section IV.

J. Policy Implementation and Reporting

1. If and in the manner required by the UNC Board of Governors or UNC General Administration, the Chancellor shall submit annually to the Board of Trustees a report on campus activities related to illegal drugs for the preceding year. A copy of that report shall be provided to the President, who shall confer with the Chancellor about the effectiveness of the campus program. The report shall include the information required by the Board of Governors, such as the following:
   (a) a listing of the major educational activities conducted during the year;
   (b) a report on any illegal drug-related incidents, including any sanctions imposed;
   (c) an assessment by the Chancellor of the effectiveness of the campus program; and
   (d) any proposed changes in this policy.
2. If and in the manner required by the U.S. Department of Education, on a biennial basis (in even-numbered years), the Chancellor's designated coordinator of drug education shall conduct a review of UNCP's program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees to determine its effectiveness and recommend any changes that need to be implemented and to ensure that the sanctions required herein are enforced consistently. This report shall be prepared in the format prescribed, if any, by the U.S. Department of Education. A copy shall be provided to the Chancellor and a copy maintained on file by the Office of the Vice Chancellor for Student Affairs.

IV. Health Risks of Psychoactive Drugs

All psychoactive drugs (including alcohol) can produce negative health risks associated with long-term chronic use. Some, but not all, related health risks are listed below.

Alcohol: (medically classified as a depressant) Central nervous system depression, impaired judgment, liver damage, malnutrition, pancreatitis, lowered immunities, and severe birth defects in babies whose mothers used alcohol during pregnancy. An overdose may result in a coma and death.

Cocaine: Anxiety, insomnia, paranoia, perforation of the nasal septum, seizures, cardiac arrest.

Depressants: (e.g., Librium, Xanax, Valium) Central nervous system depression, staggering gait, visual disturbances, lethargy, dizziness, and nausea or death.

Hallucinogens: (e.g., LSD, PCP, and hallucinogenic mushrooms) Visual distortions, increased heart rate and blood pressure, psychotic episodes, panic disorders, and flashbacks.

Inhalants: Nausea, headaches and perceptual distortions. Permanent damage to bone marrow, lungs, liver and kidneys and a risk of lung or cardiac arrest with initial or repeated use.

Marijuana: Increased heart rate, lowered body temperature, impaired coordination, appetite stimulation, weakened immune system, increased risk of throat/lung cancer, and speech/memory/learning distortions. Long term use may result in short term memory loss, amotivational syndrome, and reproductive system abnormalities.

Narcotics: (e.g., codeine, heroin, morphine) Shallow breathing, reduced sex drive, apathy, anxiety, mood swings, nausea, and respiratory depression. An overdose may induce a coma, convulsions, respiratory arrest or death.

Rohypnol: (flunitrazepam, commonly called the *date rape* drug) Drowsiness, impaired motor skills, and inability to recall events. Combined with alcohol or other drugs may lead to respiratory depression, aspiration, and death.

Stimulants: (amphetamines) Anxiety, agitation, malnutrition, irregular heartbeat, chronic sleeplessness, and amphetamine psychosis.

PARKING AND VEHICLE REGISTRATION

Each motor vehicle, including two-wheeled vehicles, driven or parked on campus by students, faculty, or staff must be registered with the Cashier's Office and must display a valid parking permit. Fees are established annually and appropriate notification is provided.

North Carolina Senate Bill 627 requires all students to submit proof of motor vehicle insurance prior to purchasing a parking permit. In order to comply with this legislation, students must provide the following: 1) Name of Insurance Company; 2) Policy Number of Insured; and 3) Certification that the insurance meets the minimum needs established by North Carolina: $30,000 for bodily injury to one person, $60,000 for bodily injury to two persons or more, $25,000 for property damage.

All students, faculty, and staff members are subject to traffic rules and regulations. It is each individual's responsibility to obtain a copy of the Traffic Rules and Regulations when registering a vehicle. These regulations are strictly enforced by the campus police. Fines must be paid before any records will be released from the University. Conviction of a violation of the traffic laws while operating a vehicle on campus has the same effect on your driver's license as a conviction for the same offense on the public highways. The speed limit on campus is 20 mph and is enforced.

It is a privilege and not a right for a person to keep or operate a motor vehicle on campus. Each student, faculty, or staff member must agree to comply with the traffic rules and regulations before keeping or operating a vehicle at The University of North Carolina at Pembroke. The University reserves the right to withdraw motor vehicle privileges from any person at any time.

Parking facilities on campus are limited and on occasions there will not be sufficient parking spaces available to accommodate all vehicles in their respective legal parking zones. In such instances, the driver concerned IS NOT PERMITTED to park in an illegal or restricted zone.

All parking fines are due to be paid within fifteen (15) days of the issuance date, unless they are appealed within those fifteen days. If appealed, payment of assessments will not become due until notification of the Traffic Appeal Board to the person being assessed of its decision not to reverse the

citation, at which time payment must be made within fifteen (15) days. Information regarding the Traffic Appeal Board is contained in the *Traffic Rules and Regulations Handbook.*

STUDENT LIFE AND ORGANIZATIONS

The Office of Student Life and the James B. Chavis University Center are major components of the Division of Student Affairs serving the university community. The mission of the Office of Student Life is to complement the University's academic curriculum and to enhance the overall educational experiences of students through the development of leadership opportunities, orientation programs, and exposure to social, cultural, recreational, and governance programs. Through providing a wide range of co-curricular opportunities the department supports the University in its mission to enrich educational experiences of students.

James B. Chavis University Center

The James B. Chavis University Center serves as the hub of campus activities. Located in the center of campus, the James B. Chavis University Center houses offices for the Office of Student Development, including Intramurals, Greek Life, Student Life, the Student Government Association, and the Association of Campus Entertainment. The Career Services Center, the Counseling and Testing Center, a computer lab, an Information Booth/Student Supply Store, the cafeteria, Bert's Cafe, a game room, student lounges, three conference rooms, and a meditation room are also housed in the University Center.

The University Center Annex is the main programming venue on campus and includes three conference rooms and a multi-purpose ballroom with two dressing rooms and a catering kitchen. Offices for Housing/Residence Life and Student Publications—the *Indianhead* yearbook and *The Aurochs* literary magazine—are also housed in the Annex.

Center for Leadership and Service

The Center for Leadership and Service is located within the Multicultural Center in Old Main Room 121. The Leadership Library is housed within the Center for Leadership and Service and includes a number of leadership resources for both student organizations and individual students. The Director of Leadership and Community Service oversees the Leadership and Service Opportunities Program (LSOP). LSOP provides opportunities through educational workshops and programs, community service projects, and service-learning for students to recognize and develop their leadership potential. LSOP includes a recognition program in which students that complete a series of workshops and participate in service will be awarded at an annual Awards Celebration. Freshmen students are recognized as Horizon Leaders. Sophomores, juniors, and seniors are recognized as Distinguished Leaders. Graduating seniors may also be recognized as Leadership Fellows. The Leadership Transcript is developed for Leadership Fellows to detail their participation in the LSOP. It includes information about LSOP workshop attendance, along with detailed information about each community and campus service project completed by a student. The transcript is designed to be an addition to the student's resume and academic transcript.

The Center for Leadership and Service is instrumental in facilitating service-learning development at UNCP. Service-learning is an experiential learning method of instruction. It integrates academic curriculum or personal development with service to meet a community need. Reflection is an integral component to service-learning.

STUDENT GOVERNMENT

Student Government Association

The purpose of the Student Governnment Association (SGA) is to represent and safeguard interests of the students. It is basically a political organization providing students with an avenue for actions in matters pertaining to student rights and welfare.

Although discipline is the legal responsibility of the administration, the principle of Student Government is fully supported by the administration and faculty. All students attending UNCP automatically become members of the Student Government Association. Student Government functions through its elected representatives and its sponsor, the Vice Chancellor for Student Affairs. Officers of the Student Government are elected by the student body each spring according to the constitution and bylaws of the organization.

Student Senate

The Legislative Branch of the Student Government Association, the Student Senate, functions as the policy-making body of the SGA. Also, the Senate recommends policies and regulations necessary and proper to promote the general welfare of the student body. The Senate is empowered to schedule the time and place of its meetings, provided that there are regular meetings at least once every two weeks. Composition of the Senate is one representative for every 150 students, based upon the previous September enrollment. The President of the Senate is the Vice President of the Student Government Association.

Association of Campus Entertainment

The Association of Campus Entertainment (ACE) is the student programming organization on campus and receives its funding through the Student Government Association. The ACE Coordinator is appointed by the SGA President. ACE works cooperatively with the Office of Student Life to provide entertainment, activities, and special events such as comedians, singers, bands, dances, movies, Homecoming Week Activities, Premiere Week, and Spring Fling.

Greek Governing Boards

The purpose of the various Greek Governing Boards is to provide self-governance to all Greek organizations through decisions made by peers. The Greek Governing Boards provide autonomy to all Greek chapters on campus. Leaders are elected by peers to serve the Greek community by creating policies and procedures in order to hold the Greek community to a high standard. The various Greek governing boards provide systems of communication throughout the UNC Pembroke community.

ATHLETICS

Intercollegiate Athletics

The University of North Carolina at Pembroke excels in athletics in both men's and women's competition. Recognition is achieved through competition in the Peach Belt Athletic Conference, and the National Collegiate Athletic Association (NCAA Division II). Eight men's sports and eight women's sports give UNC Pembroke recognition at the local, state, and national levels. Men's varsity sports are sponsored in baseball, basketball, cross country, football, golf, soccer, track and field, and wrestling while women's sports include basketball, softball, volleyball, cross country, track and field, tennis, golf, and soccer.

The purposes of the intercollegiate athletic program at The University of North Carolina at Pembroke are to promote the roles of athletics in support of the stated mission of the University and to promote the education and development of students through participation in intercollegiate athletics. Such participation is seen as a direct contributor to "education as a lifelong experience," an experience which enhances and enriches the social and physical lives of students. The athletic program encourages broad student involvement and is committed to protecting and developing the physical and educational welfare of the student-athletes who participate as players as well as the students who participate as spectators.

Student-athletes are expected to strive toward becoming effective, contributing members of society, to be positive role models both on campus and in the university community, and to carry out their academic responsibilities as they follow a normal progression toward meeting requirements for a degree.

The Peach Belt Conference begins its sixteenth year as an all-sports conference this fall. In 1991, the conference held championships in men's and women's basketball, but now conducts champion-

ships in twelve sports. As a conference, the Peach Belt has been very successful at the national level with twenty-three National Championships. UNC Pembroke has been very competitive in the Peach Belt Conference. UNC Pembroke's history is steeped with a very rich tradition, while the University's programs have seen success at the conference level and have advanced to compete at the national level.

Athletic grants-in-aid, as established by the NCAA, are offered in all of UNCP's intercollegiate sports programs for both men and women upon recommendation of the head coach and approval of the Director of Athletics.

Intramurals

The Intramurals Program believes that leisure physical activity and enjoyment are vital to a person's total well-being. Based upon this belief, the intramural program provides a broad and diversified program of recreational sport activities for the University's students, faculty, and staff. The University of North Carolina at Pembroke student has opportunities for participation in over a dozen intramural activities, and if that is not sufficient recreational opportunity, there are also recreational swimming, weight lifting, and fitness activities.

CULTURAL PROGRAMS AND SPECIAL EVENTS

Cultural Programs

There are many opportunities for cultural enrichment at UNCP. The University Theatre produces two mainstage plays each year, plus numerous studio theatre productions. The Givens Performing Arts Center's Broadway and More, Nostalgia Concert, and On Stage for Youth Series provide twelve to eighteen professional touring groups each year. The Distinguished Speaker Series presents four to five nationally recognized personalities each year.

The Department of Music provides a significant number of programs throughout the academic year including the Moore Hall Recital Series, a UNCP Ensemble Series, as well as student and faculty recitals. The Moore Hall Series involves three to four programs each semester featuring solo artists, chamber groups, instrumental and vocal jazz ensembles, and even small operatic/musical theatre productions. These performing artists are known throughout the state, region, and beyond. The Ensemble Series involves an array of varied performances by the Concert Choir, Pembroke Chamber Singers, University Band, University Jazz Choir, University Jazz Ensemble, UNCP Orchestra, Guitar Ensemble, etc. These ensembles are open to all students regardless of major.

Each year the Office of Student Life staff sponsors "A Taste of Culture," a celebration of UNCP's cultural diversity. This is a program that consists of various displays presented by UNCP students, faculty, and staff which represents their respective cultural backgrounds. Displays often include food items to be sampled, hence the name "A Taste of Culture." Entertainment typically includes Native American, African American, Latin American, and Japanese dancers, singers, etc.

Miss UNCP and Mr. and Miss Homecoming

The Miss University of North Carolina at Pembroke Scholarship Pageant is held on campus during each spring semester. It is a precursor to the Miss North Carolina Pageant, in which Miss UNCP competes annually.

Mr. and Miss Homecoming are selected each spring by popular vote and are crowned at halftime during the men's homecoming basketball game. Miss UNCP and Mr. and Miss Homecoming represent the University at various functions, including parades and local pageants.

CLUBS AND ORGANIZATIONS

The UNCP community encourages participation in a variety of campus clubs and organizations. Most departments have clubs for their majors. Other clubs encourage contact among diverse students, including the Native American Student Organization, the African American Student Organization, and the International Student Organization.

Honorary Organizations

Outstanding students at UNC Pembroke may become members of the Alpha Chi National Honor Society, Gamma Beta Phi National Honor Society, and of the following national honor societies: Alpha Phi Sigma (criminal justice), Alpha Psi Omega (drama), Phi Alpha (social work), Phi Alpha Theta (history), Psi Chi (psychology), and Sigma Tau Delta (English).

Co-curricular and Service Activities

The UNCP community encourages students to share their talents by becoming involved in co-curricular activities at the University, which complement the academic programs. Co-curricular activities include APPLE Corps (peer leadership), University Marshals, Student Ambassadors, University Band, Pep Band, Chamber Singers, Concert Choir, Jazz Choir, Jazz Ensemble, Gospel Choir, WNCP-Television, *The Indianhead* (yearbook), *The Pine Needle* (student newspaper), *The Aurochs* (literary magazine), University Theatre, and cheerleaders.

Religious Organizations

UNC Pembroke religious organizations provide opportunities for spiritual enrichment, social activities, and religious service. They seek to integrate spiritual values, intellectual pursuits, and personal development.

Greek Life

Involvement in Greek Life is considered to be the premier leadership experience on the college campus today. Greek Life provides an opportunity for lifetime membership in a fraternity or sorority committed to values-based leadership. The cornerstones of Greek Life are academic excellence, leadership, community service and philanthropy, as well as brotherhood and sisterhood. Greek membership provides resources for mentorship, and career services. UNC Pembroke hosts a number of Greek chapters designed to provide a great fit for students.

Who's Who Among Students in American Universities and Colleges

Students selected for inclusion in this publication are chosen by a joint faculty-student committee and are judged on their total contributions to the University rather than their academic achievements alone.

COLLEGE OF ARTS AND SCIENCES

Interim Dean: Paul A. Flowers

The College of Arts and Sciences is composed of 16 academic departments offering a variety of programs leading to bachelor's degrees, including the Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Nursing, and Bachelor of Social Work. Students interested in any of these programs should consult the department descriptions in this section of the catalog to obtain information about academic requirements for a specific bachelor's degree program.

The College of Arts and Sciences also offers the Master of Public Administration with concentrations in Criminal Justice, Emergency Management, and Health Administration. Other master's degrees, including the Master of Arts in Service Agency Counseling, Art Education, English Education, Mathematics Education, Music Education, Science Education, and Social Studies Education, are available through the School of Graduate Studies. Students interested in any of these programs should consult the Graduate Studies section of the catalog to obtain information about academic requirements for a specific master's degree program.

DEPARTMENTS IN THE COLLEGE OF ARTS AND SCIENCES

AMERICAN INDIAN STUDIES 96
Mary Ann Jacobs, Chair

ART 100
Janette Hopper, Chair

BIOLOGY 109
Andrew N. Ash, Chair

CHEMISTRY AND PHYSICS 121
Thomas A. Dooling, Chair

ENGLISH, THEATRE, AND LANGUAGES 132
Dennis H. Sigmon, Chair

GEOLOGY AND GEOGRAPHY 152
Martin B. Farley, Chair

HISTORY 157
Robert W. Brown, Chair

MASS COMMUNICATION 169
Jamie Litty, Chair

MATHEMATICS AND COMPUTER SCIENCE 175
Steven D. Bourquin, Chair

MUSIC 188
Janita K. Byars, Chair

NURSING 203
Barbara B. Synowiez, Chair

PHILOSOPHY AND RELIGION 211
Jeffery L. Geller, Chair

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION 219
Nicholas A. Giannatasio, Chair

PSYCHOLOGY AND COUNSELING 227
Kelly A. Charlton, Chair

SOCIAL WORK 232
Sherry Edwards, Chair

SOCIOLOGY AND CRIMINAL JUSTICE 238
Mario Paparozzi, Chair

AMERICAN INDIAN STUDIES

Chair: Mary Ann Jacobs

Jane Haladay	Stanley Knick	Linda Oxendine
Jesse Peters	Michael Spivey	Ralph L. Steeds
Rose Stremlau	Jay Hansford C. Vest	

The University of North Carolina at Pembroke was established in 1887 as an institution for Native Americans. Since 1953, it has had a multi-racial student body. Because of its heritage, the University, through this Department, offers a program to educate students about the rich diversity of American Indian history and culture, to promote research and scholarship concerning American Indian issues, and to prepare students for professional or scholarly careers.

The Department offers a B.A., a minor, and an academic concentration in American Indian Studies. Students are encouraged to select courses that touch on as many different aspects of American Indian history and culture as possible.

BACHELOR OF ARTS IN AMERICAN INDIAN STUDIES

Requirements for a Bachelor of Arts Degree in American Indian Studies	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Major Requirements	36
AIS 1100 or 1110 (or HST 1100 or 1110), 2130 (or REL 2130), 2200 (or ENG 2200), 3600, 3950, 4050, 4270 (or ART 4270); Six hours from the following: AIS 3020, 3240, 3250, 3400, 3440, 3880, 4010, 4020, 4250, 4500, 4550, 4600 AIS electives (9 hours)	
Electives	39
	Total: 120

ACADEMIC CONCENTRATION

Academic Concentration in American Indian Studies

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of American Indian Studies offers an Academic Concentration of 24 hours. Please see the Department Chairperson for details about this concentration. This Academic Concentration is available to other students, regardless of major.

MINOR

Requirements for a Minor in American Indian Studies	Sem. Hrs.
AIS 1100 or 1110 (or HST 1100 or 1110) and 18 additional semester hours of AIS courses or their cross-listed equivalents	Total: 21

COURSES

DEPARTMENTAL (AIS)

AIS 1010. Introduction to American Indian Studies

An introduction to the study of American Indian history and culture. It will examine the issues and forces, past and present, affecting the lives of American Indian people. Fall. Credit, 3 semester hours.

AIS 2010. American Indian Cultures

An introductory survey of American Indian cultural traditions through the study of film, art, oral and written literature, music, and religion. Fall. Credit, 3 semester hours.

AIS 2390. American Indian Education
A study of the history of Indian education policy and practice in the United States focusing on traditional tribal methods as well as contemporary federal, state, and tribal programs. As announced. Credit, 3 semester hours.

AIS 3020. Workshop in American Indian Studies
A workshop designed especially for elementary and secondary school teachers. Special emphasis will be given to aspects of Indian history, textbooks, and their treatment of the American Indian and contemporary Indian problems. Consideration will also be given to American Indian writers, to Indian culture, and to the changing lifestyle of the people. Topics of special interest will be discussed. General procedure will be determined by the interest and enthusiasm of the groups. As announced. Credit, 3 semester hours.

AIS 3250. Indians of the Southeast
A thorough examination of the history, culture, interaction, and present condition of the major tribes of southeastern America. As announced. Credit, 3 semester hours.

AIS 3400. American Indians and Film
This course will study a number of films which either focus on or incorporate the American Indian into their stories. Emphasis will be placed on analyzing the image portrayed and the historical perspective presented. As announced. Credit, 3 semester hours.

AIS 3600. History and Culture of the Lumbee
A study of the history and culture of the Lumbee Indians, the largest tribal group east of the Mississippi. While the focus will be primarily historical, all facets of Lumbee culture will be treated including the economic, political, and religious structure of the people as well as artistic and literary accomplishments. Spring. Credit, 3 semester hours.

AIS 3950. Archaeology in North Carolina
This course approaches archaeology as a way to learn about human beings. Special emphasis will be placed on prehistoric Indian cultures of North Carolina, and especially those of Robeson County. Topics will include: application of archaeology to present day issues; recovering and caring for archaeological materials; stages of Indian prehistory; theoretical and practical issues which face the archaeologist; etc. Weather permitting, some field excursions will be included. Alternate Fall. Credit, 3 semester hours.

AIS 4020. Federal Policy and the American Indian
A study of federal Indian policy from the Colonial period to the present. As announced. Credit, 3 semester hours. PREREQ: Permission of the instructor.

AIS 4040. Field Methods in Archaeology
In this course students will perfect proper use of field methods and techniques in archaeology. Topics will include site reconnaissance, systematic sampling of surface and sub-surface materials, excavation, and record keeping. As announced. Credit, 3 semester hrs.

AIS 4050. Contemporary Issues of American Indians
This seminar-style course examines the principal issues of concern to American Indians in the twentieth century. Both national and local in scope, topics include: politics; economics; treaty relationships with federal and state governments; education; alcohol and substance abuse; the environment; cultural identity and survival; relation with non-Indians; religious freedom; land and water rights; tribal sovereignty; and other contemporary issues as they arise. Alternate Fall. Credit, 3 semester hours.

AIS 4250. American Indian Women
This course will examine some of the historical, anthropological, sociological, and literary writings by and/or about American Indian women. As announced. Credit, 3 semester hours.

AIS 4520. Meso-America Before European Contact

To acquaint the advanced student with the diversity of the Meso-American Indian cultures as they existed in Central America prior to the arrival of Europeans, using historical, literary and archaeological materials to disclose their advanced cultural developments, to examine critically some of the romantic myths and negative stereotypes surrounding the Meso-American Indians, and to better understand our own 21st Century views of Meso-American Indian cultures. As announced. Credit, 3 semester hours.

AIS 4550. American Indian Historical Sites

The Historical Sites Study will stress American Indian culture and will include visits to museums, reservations, and historic sites. As announced. Credit, 1-4 semester hours.

AIS 4600. American Indian Health

This course examines nutritional, cultural, demographic, and socio-economic aspects of health of American Indians from prehistoric times into the present; these will be evaluated with a view to lessons for modern Indian health practitioners. Topics also include effects of European contact on Indian health, modern health problems in Indian communities, and traditional Indian medical practices. Alternate Spring. Credit, 3 semester hours. PREREQ: Junior standing or permission of the instructor.

AIS 4990. Independent Study in American Indian Studies

Directed reading and research under the guidance of the instructor in a specific area or problem in American Indian Studies. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: Consent of instructor.

AISS 4xxx. Special Topics in American Indian Studies

Investigations into selected topics in American Indian studies through the reading of significant books, discussions, and supplementary reports. As announced. Credit, 1-3 semester hours. PREREQ: Permission of the instructor.

ART

AIS 4270. North American Indian Art (ART 4270)

A survey course of the range of artistic expression of the North American Indians, from prehistoric to the 20th century. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. Alternate Spring. Credit, 3 semester hours.

EDUCATION

AIS 2310. Race, Culture, and the Lumbee Experience (EDN 2310)

This course will examine and explore the fundamental psychosocial elements that constitute race, prejudice, and discrimination using Lumbee ethnicity as the model for examination. As announced. Credit, 3 semester hours.

LITERATURE

AIS 2200. Native American Literature (ENG 2200)

A survey of literature produced by Native Americans. The course will cover fiction and poetry, and close attention will be paid to historical contexts and themes central to the understanding of Native American literature. Authors may include Momaday, Silko, Hogan, Vizenor, Welch, and Erdrich. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

AIS 3440. The Native American Novel (ENG 3440)

A critical study of the Native American novel from its inception to the present, with emphasis on social, political, and cultural history. Particular attention will be paid to the narrative techniques of these authors with a focus on the relationship between oral traditions and the form of the novel. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

AIS 4500. Seminar in Native American Literature (ENG 4500)

A study of selected American Indian literature topics. As announced. Credit, 3 semester hours.

HISTORY

AIS 1100. History of the American Indian to 1865 (HST 1100)

A survey of North American Indian history from arrival in the Western Hemisphere to 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Fall, Spring. Credit, 3 semester hours.

AIS 1110. History of the American Indian since 1865 (HST 1110)

A survey of North American Indian history since 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Fall, Spring. Credit, 3 semester hours.

AIS 3240. Indians of Latin America (HST 3850)

A study of the history, culture, and contemporary achievement of the Indians residing south of the Rio Grande. As announced. Credit, 3 semester hours.

RELIGION

AIS 2130. American Indian Religious Traditions (REL 2130)

This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such it is a survey of the religious traditions and practices of American Indians. Spring. Credit, 3 semester hours.

SOCIAL WORK

AIS 3880. Native American Populations (SWK 3880/SOC 3880)

Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are viewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. As announced. Credit, 3 semester hours. PREREQ: SWK 2000 is recommended.

SOCIOLOGY

AIS 1050. Introduction to Cultural Anthropology (SOC 1050)

A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Fall. Credit, 3 semester hours.

ART

Chair: Janette K. Hopper

James Beiderman[1]
John Antoine Labadie[3]
Stephen Robison
Adam Walls
Richard Gay
Margie Labadie
Carla Rokes
Ann Horton-Lopez[2]
Tulla Lightfoot[4]
Ralph Steeds

[1]Martha Beach Endowed Chair
[2]Art Education Graduate Director
[3]Digital Academy Coordinator
[4]Art Education Undergraduate Coordinator

The mission of the Art Department is two fold: Contribute a necessary and integral component to the mission of the University by providing opportunities for broad artistic and intellectual development of the University body; and specifically nurture and support the quality education of those who have chosen fine arts as a professional goal either as producing artists or as teachers.

The faculty is committed to excellence in teaching, research, and service to the university and the community, and strives to provide a learning environment which nurtures not only the artistic spirit but the spirit and professionalism of the prospective art teacher as well. The studio-oriented program leads to study at the graduate level or professional employment. The Art Education program leads to teacher licensure in grades K-12. The department strives to provide the faculty with the opportunities, resources, and rewards to achieve excellence in their respective disciplines.

Before graduating from either program, a senior is required to present an acceptable exhibition of his or her work from his or her area of concentration.

BACHELOR OF ARTS IN ART

Requirements for a Bachelor of Arts Degree**	**Sem. hours**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
Twenty-seven semester hours of lower level art studios: 1010, 1050, 1090, 1110, 1320, 1330, 1400, 2300, 2500	27
Art Studio Concentration	
ART 1020, 2320	6
Survey of Art History (ART 2080 and 2090)	6
Advanced Art History	9
Advanced Studio Concentration: Ceramics, Digital Arts, Painting, Printmaking, or Sculpture	9
Secondary Interest: Ceramics, Digital Arts, Drawing, Painting, Printmaking, or Sculpture	6
Electives	12
	Total: 120

*Students who plan to major in Art should consult the Department Chair prior to registering for General Education Courses.

**Entry into the BA Art Studio Program is by portfolio review. A student may also enter the program on a conditional basis. When that student has successfully completed 9 semester hours of introductory studio art courses, he/she may be considered for acceptance into the art program as a Major in Studio Art.

BACHELOR OF ARTS IN ART EDUCATION (K-12)

Coordinator: Tulla Lightfoot

Upon successful completion of the program of study in Art Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area	39
ART 1010, 1020 or 1050, 1090, 1110, 1320, 1330, 1400, 2300, 2500	
Survey of Art History (ART 2080 and 2090) – 6 hours	
Advanced Studio Concentration – 6 hours	
Professional Studies	15
EDN 3020, 3100, 3500, 4190, SED 3000	
Content Pedagogy	21
ART 3050, 3060, 3080, 4000	
EDN 4490	
Guided Electives	6
	Total: 126

NOTE: Students who desire teacher licensure in Art Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATION:

Requirements for an Academic Concentration in Art

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Art Department offers an Academic Concentration of eighteen hours. This Academic Concentration is available to other students, regardless of major.

Required Twelve Semester Hour Core	
ART 1010, 1020, 1320, 2050	12
Art Concentration Electives	
Choose two other courses from the following: ART 1050, 1090, 1110, 1330, 1400, 2300, 3060	6
	Total: 18

MINORS:

Requirements for a Minor in Art

The Minor in Art is designed to offer a fundamental background in Art for the non-Art major. Eighteen semester hours are required.

Required core: ART 1010, 1050, 1110, 1320	12
Plus six hours Art Electives (taken after prerequisites if applicable)	6
	Total: 18

Requirements for a Minor in Media Integration Studies

Media Integration Studies (MIS) is an opportunity for interdisciplinary study in digital studios within three academic departments: Art, Mass Communication, and Music.

Required Courses: ART 2020, ART 3800, 4580, 4800	12
Electives: Choose 2 courses from PHI 1020, MCM 2100, SOC 2220, ENG 2900, ART 2500, BRD 2800, MUS 3580	6
	Total: 18

COURSES (ART)

ART 1010. Elements of Design
A study and application of design principles in creative two-dimensional projects in line, value, color and texture. Fall. Credit, 3 semester hours.

ART 1020. Three-Dimensional Design
A study and application of design principles in creative three-dimensional projects in mass and space using various materials. Spring. Credit, 3 semester hours. PREREQ: ART 1010.

ART 1050. Introduction to Sculpture
A survey course aimed at studying the problems of mass and space in sculpture. Various materials and sculptural techniques will be explored. Fall, Spring. Credit, 3 semester hours.

ART 1090. Figure Drawing
A course to introduce the student to the figure as an art form. Various techniques will be explored. Fall. Credit, 3 semester hours.

ART 1110. Ceramics: Introduction to Handbuilding
This course will cover handbuilding techniques and surface treatments. The student will study historical and contemporary uses of ceramics in the art world with a focus on hand-built ceramics. Basic glazing and firing techniques will also be introduced. Fall, Spring. Credit, 3 semester hours.

ART 1120. Ceramics: Introduction to the Wheel
This course will cover beginning-level use of the pottery wheel. The student will study historical and contemporary uses of ceramics in the art world with a focus on wheel-thrown forms in ceramics. Basic glazing and firing techniques will also be introduced. Fall, Spring. Credit, 3 semester hours.

ART 1320. Introduction to Drawing
A course designed to acquaint the student with the basic principles of media and terminology of drawing. Fall, Spring. Credit, 3 semester hours.

ART 1330. Introduction to Painting
An introduction to color, structure, and pictorial organization. Various techniques and group criticism will be implemented. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 1010, ART 1320.

ART 1400. Introduction to Printmaking
A course offering the basic techniques and procedures in printmaking. Studio projects include problems in intaglio, wood cuts, wood engravings, and the collograph. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 1010, ART 1320.

ART 2020. Digital Arts Appreciation
ART 2020 is an opportunity, for non-Art majors, for introductory study and activity in various contemporary means of visual communication and design thinking practiced through digital means. The DAA 2020 curriculum is focused both on digital literacy and on design thinking. As such students will find both computers and working creatively with computers and related technologies co-equal foci of this course. DAA 2020 is open to all students and has no prerequisites. As announced. Credit, 3 semester hours.

ART 2050. Art Appreciation
A course designed to establish an understanding of art, to develop an appreciation for the relation between art and man, and to study the cultural and historical contexts of artistic production and reception. Fall, Spring. Credit, 3 semester hrs.

ART 2080. Survey of Art I: Ancient through Medieval
An overview of painting, sculpture, architecture, and related visual arts of major world cultures from

prehistoric times to around 1400 A.D., including European, American, Asian, African, and Islamic art. Major artistic developments and their cultural contexts will be emphasized. Fall or Spring. Credit, 3 semester hours.

ART 2090. Survey of Art II: Renaissance through Contemporary

An overview of painting, sculpture, architecture, and related visual arts of major world cultures from the Renaissance to the present, including European, American, Asian, African, and Islamic art. Major artistic developments and their cultural contexts will be emphasized. Fall or Spring. Credit, 3 semester hours.

ART 2300. Digital Arts I

Digital Arts I is an introduction to computing as it pertains to the visual arts and is required of all students majoring in Art at UNCP. As such, this course has been constructed as an overview of, and a structured opportunity for, basic study in computer graphics and digital imaging in the visual arts. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 1010, 1320 (for majors) or 2020 (for non-majors).

ART 2320. Intermediate Drawing

Intermediate study in drawing as complete art form. Further exploration of drawing techniques using drawing assignments and student developed conceptually focused projects which may include experimental approaches. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 1320.

ART 2500. Communication Design

A computer-based introduction to layout, illustration, typography, and general graphic design accomplished for the purposes of advertising art. Spring. Credit, 3 semester hours. PREREQ: ART 1010 (for majors) or 2020 (for non-majors).

ART 2510. Information Graphics Design

A study course involving procedures and technical applications in the graphic design field. Computer graphics is explored as a major information source. Fall. Credit, 3 semester hours. PREREQ: ART 2500 (for majors) or 2020 (for non-majors).

ART 2560 Web Design

Art 2560 Web Design focuses on contemporary methods of webpage and online graphics design. In this course students will work toward an effective understanding and utilization of interfaced-based applications for the construction and development of web-based media. PREREQ: ART 2300 (for majors) or 2020 (for non-majors).As announced. Credit, 3 semester hours.

ART 3000. Advanced Digital Arts I

ART 3000, Advanced Digital Arts I, is an opportunity for further inquiry into the digital arts in general and the technologies of still and sequenced imagery acquisition, manipulation, and output in particular. Projects and assignments emphasize an introductory through intermediate levels of difficulty in various aspects of these forms of digital image making and build on concepts introduced in DA 1. Instruction in the use(s) of both hardware and software is emphasized with a particular focus on digital darkroom tools and techniques, digital video editing and file archiving. In terms of assignments, both individual and small group assignments can be expected. As to time in the studios, optimally, ADA I students should expect to spend additional time in the digital studio beyond that already scheduled for the course. As announced. PREREQ: ART 2300. Credit, 3 semester hours.

ART 3050. Art Education in Grades K-6

This course focuses on the creative abilities of the elementary school child. The course will explore the graphic abilities of the child, the philosophy of sequential learning, and various production techniques and processes appropriate for elementary school. In addition to creating and executing production lesson plans, students will learn to discuss exemplary works of art with the elementary student. Fall, Spring. Credit, 3 semester hours.

ART 3060. Art Education in Grades 7-12
This course focuses on the creative abilities of students in grades 7 through 12. The course will explore various processes and techniques appropriate for upper level students, different styles of learning (including those of students with special needs), and techniques of classroom maintenance and management. Fall, Spring. Credit, 3 semester hours.

ART 3080. Art Education Field Experience
This course provides the art education major with an early field experience teaching art in a variety of educational settings. The student will develop curricula, unit plans, and lesson plans that respond to the unique features of the learning environment. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 3050, 3060, and admission to the Teacher Education Program.

ART 3100. Non-Western Art
An in-depth examination of the art and architecture of a selected Non-Western cultures to include Native American Arts of North and South America, Asia, Africa. As announced. Credit, 3 semester hours.

ART 3150. Advanced Sculpture I
A study and application of three-dimensional principles and techniques used to formulate a creative expression. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 1050.

ART 3160. Advanced Sculpture II
Advanced study in sculpture devoted to developing skills, techniques, and exploration of new materials. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 3150.

ART 3200. Advanced Drawing
Advanced study in drawing as a complete art form. Special attention will be given to the further development of conceptual approaches and contemporary trends in drawing. The student will develop and explore personal self-generated project ideas in whatever drawing format that is considered appropriate for the project. Fall, Spring. Credit, 3 semester hrs. PREREQ: ART 2320.

ART 3300. Advanced Digital Arts II
ART 3300, Digital Arts II, is an opportunity for more advanced study in digital arts in general and more specifically in the areas of digital scanning and digital printing. Studio projects and other assignments emphasize intermediate and higher level assignments which are relatively more complex and difficult than DA 1 and ADA I work and build on the instruction and experiences gained from those courses. Instruction in the various creative use(s) of both hardware and software is emphasized with a particular focus on original digital image-making and computer-based printing. In terms of assignments both individual and small group assignments can be expected. Optimally, ADA II students should expect to spend additional time in the digital studio beyond that already scheduled for the course. Digital Arts students are encouraged to spend as much constructive time as possible in exploring the possibilities offered by this studio. PREREQ: ART 3000. As announced. Credit, 3 semester hours.

ART 3310. Advanced Painting I
A course designed to broaden perceptive awareness in the areas of composition, space, and color theory. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 1320, 1330.

ART 3320. Advanced Painting II
Continued development of painting skills with the emphasis on sustained media exploration. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 3310.

ART 3410. Advanced Ceramics I
This course will teach more advanced techniques in handbuilding and mold making and on the potter's wheel. The students will continue their study of historical and contemporary uses of ceramics

in the art world. More advanced glazing and firing techniques will also be introduced. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 1110 or 1120.

ART 3420. Advanced Ceramics II
The student in this course will choose a focus in either utilitarian or sculptural applications of the ceramic medium. Further research into historical and contemporary ceramics in the art world, more personal investigation in an individual focus, and development of a conceptual direction in the medium will be included. Continued study in glaze formulation, firing techniques, and kiln design will also be addressed. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 3410.

ART 3500. Advanced Printmaking I
Advanced study in the intaglio and relief printmaking processes and the introduction of screen printing techniques. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 1400.

ART 3510. Advanced Printmaking II
Advanced study in intaglio, relief, or screen printing printmaking processes and the introduction of the lithographic printing processes and techniques. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 3500.

ART 3600. Problems Seminar I*
Credit is obtained by successful fulfillment of a contractual agreement between the student, supervision faculty and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 3610. Problems Seminar II*
A course designed to afford the talented student the opportunity to explore in depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 3800. Media Integration (BRD 3800, MUS 3800)
Media Integration is a cooperative, cross-listed course taught by the faculty from Art, Music, and Mass Communication departments. The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student centered studio environment. As announced. Credit 3 semester hours.

ART 4000. Art Education Curriculum
Through a study of the historical developments in the field of art education, the art education major will come to understand the current discipline based approach to curriculum development in the visual arts. A goal is the integration of the domains of art production, art history, aesthetics, and art criticism into sequential units and lessons, reflecting cultural diversity of the population being served. Spring. Credit, 3 semester hours. PREREQ: ART 3050, 3060, 3080.

ART 4070, 4080. Art Supervision
Restricted to the advanced major who is supervising only in his area of concentration or secondary interest and has junior or senior standing. Designed for advanced art majors to obtain experience in directing beginning students in studio techniques. As announced. Credit, 3 semester hours

ART 4090. Advanced Printmaking III
Advanced study in the lithographic printing processes and further study in intaglio, relief, and screen printing processes and techniques. Fall, Spring. Credit, 3 semester hours PREREQ: ART 3510.

ART 4100. Advanced Printmaking IV
Advanced study in any of the four basic printmaking processes with special focus on experimental and multi-media printmaking processes and techniques. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 4090.

ART 4150. Advanced Sculpture III
Advanced study devoted to developing advanced aesthetics and independent motivation in sculpture. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 3160.

ART 4160. Advanced Sculpture IV
A course in sculpture devoted to developing the student's creative expression in sculpture according to his or her own talents and experiences. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 4150.

ART 4220. Renaissance Art
A survey of Northern European and Italian art from the fifteenth and sixteenth centuries. Emphasis on major artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. Major artistic developments and their cultural contexts will be examined. Alternate Fall or Spring. Credit, 3 semester hours.

ART 4230. Modern Art
A survey of the major movements in early 20th-century art and aesthetics that developed primarily in Europe. Includes a review of late 19th-century modernist antecedents with emphasis placed on the movements of the early 20th century, including Fauvism (Matisse), Expressionism (Kandinsky), Cubism (Picasso), Futurism (Balla), Dada (Duchamp) and Surrealism (Dali) among others. Major artistic developments and their cultural contexts will be examined. Alternate Fall or Spring. Credit, 3 semester hours.

ART 4240. Contemporary Art
A survey of the major movements in art produced since 1945. Emphasis on cultural and historical phenomena related to Abstract Expressionism (Pollock), Pop Art (Warhol), Op Art (Riley), Minimalism (Judd), Super Realism (Estes), and Conceptual Art (Kosuth) among others. In addition to painting, sculpture, photography, and architecture, the course examines assemblage, happenings, installations, body and performance art. Alternate Fall or Spring. Credit, 3 semester hours.

ART 4250. European Art, 1600-1850
A survey of European painting, architecture, and sculpture from the early seventeenth through the mid-nineteenth centuries. Emphasis on the major artists, patrons, and styles, including Baroque (Bernini), Rococo (Watteau), Neo-Classicism (David), and Romanticism (Gericault), among others. Major artistic developments and their cultural contexts will be examined. Alternate Fall, Spring. Credit, 3 semester hours.

ART 4260. Art of the United States
A study of U.S. painting, architecture, and sculpture from Colonial times to the present, with an emphasis on 20th century art. Alternate Spring or Fall. Credit, 3 semester hours.

ART 4270. North American Indian Art (AIS 4270)
A survey course of the range of artistic expression of the North American Indians, from prehistoric to the 20th century. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. Alternate Spring. Credit, 3 semester hours.

ART 4280. Greek and Roman Art
An overview of art and archaeology related to the ancient history and cultures of the Greeks and Romans. Emphasis placed on Greek sculpture, vase painting, and architecture from 3000 BC to 150 B.C., and Roman art from 500 B.C. to 330 A.D. Major artistic developments and their cultural contexts will be examined. Alternate Fall or Spring. Credit, 3 semester hours.

ART 4290. Medieval Art
A survey of European sacred and secular arts produced during the Middle Ages, from about 300 A.D. to 1450 A.D., including Early Christian, Byzantine, Carolingian, Ottonian, Romanesque, and Gothic Art. Emphasis on church and monastic architecture, sculpture and illuminated manuscripts. Major artistic developments and their cultural contexts will be examined. Credit, 3 semester hours.

ART 4300. Advanced Digital Arts III
Advanced Digital Arts III, Advanced Digital Studio, is an opportunity for more tightly focused and sophisticated inquiry into digital arts and related domains of study. Projects emphasize advanced and often highly individualized problems in various areas of digital art and related domains. Emphasis is placed on the development of a visual description of each student's personal aesthetic in the form of a portfolio of printed and digital images. Moreover, students are prepared to enter juried competitions at the regional and national levels. PREREQ: ART 3300. As announced. Credit. 3 semester hours.

ART 4350. Advanced Painting III
An exploration of the various manners and approaches to creative painting and their relationship to the individual's experience. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 3320.

ART 4360. Advanced Painting IV
A course for the student's personal development of individual expression in painting. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 4350.

ART 4410. Advanced Ceramics III
Students continue in their chosen direction in either utilitarian or sculptural applications of the ceramic medium. Continued research into historical and contemporary ceramics in the art world will be a major focus. Kiln building, kiln repair, and more advanced knowledge of firing and glazing techniques will be explored. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 3420.

ART 4420. Advanced Ceramics IV
In the final advanced class in ceramics, students will continue in their chosen direction in either utilitarian or sculptural applications of the ceramic medium. Contemporary craft theory and more conceptual development will be emphasized. Artists' statements and portfolio development for their senior shows and graduate school application will also be emphasized. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 4410.

ART 4580. Media Integration Production (BRD 4580, MUS 4580)
This course is an opportunity for further interdisciplinary study in MI. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 3800

ART 4600. Problems Seminar III*
Approval of Department Chair. Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 4610. Problems Seminar IV*
A course designed to afford the talented student the opportunity to explore in-depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by a successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 4800. Projects in Media Integration (BRD 4800, MUS 4800)
This course is an opportunity for advanced interdisciplinary study in MI. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development

and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three essential aspects of the University mission—teaching, research, and service—and have the potential to serve as professional examples for student portfolios. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 4580

ART 4990. Independent Study in Art
Prerequisites: Introductory course in chosen area and approval of Department Chair. Directed reading, research, and problem solving in the student's major or secondary area of interest. This course is designed to fulfill individual and specific needs of art majors in their particular area of advanced study. Fall, Spring. Credit, 1-3 semester hours.

ARTS 1xxx. Special Topics in Art History
Study of a specific genre or topic in Art History: its characteristics and significance as both a cultural product and a form of artistic expression. Title and topic will vary from year to year. As announced. Credit, 3 semester hours.

ARTS 3xxx. Special Topics in Art History
Study of a specific genre or topic in Art History: its characteristics and significance as both a cultural product and a form of artistic expression. Title and topic will vary from year to year. As announced. Credit, 3 semester hours.

**Problems seminars allow further study after successful completion of at least three advanced courses of concentrated study.*

GRADUATE COURSES

For information about courses leading to a Master's degree in Art Education, see the Graduate Studies section of this catalog.

BIOLOGY

Chair: Andrew N. Ash

W. Bruce Ezell, Jr.	Debby Hanmer	Leon S. Jernigan, Jr.***
Bonnie A. Kelley	Lisa Kelly	Harold D. Maxwell
Rachel McBroom*	Dennis McCracken	John McDonald
Maria Pereira****	Robert E. Poage	Marilu Santos
Jeremy Sellers	Patricia Sellers	Peter Wish
Velinda Woriax**	Erika L. Young	David D. Zeigler

*Biology/Science Education Undergraduate Coordinator
** Science Education Graduate Director
*** Environmental Science Coordinator
**** Biotechnology Program Director

Adjunct Faculty for Medical Technology Program:
McLeod Regional Medical Center: Vicki T. Anderson, Medical Technology Program Director; Vera C. Hyman, Medical Director

The objectives of the Biology Department are to afford students an opportunity to gain an understanding of themselves and their environment and thus prepare themselves for taking a fuller, more satisfying role in society; to train students in their ability to reason inductively and deductively; to encourage original thought; to prepare teachers in the biological sciences for the elementary and secondary school; and to provide a background in subject matter and laboratory skills for curricula in which the fundamentals of the various sciences are used.

The department offers programs leading to the Bachelor of Science degree in Biology with indicated track or licensure, the Bachelor of Science degree in Environmental Science, the Bachelor of Science degree in Science Education. and the Bachelor of Science degree in Biotechnology (in conjunction with the Department of Chemistry and Physics). Students should consult the department head for details of each program.

Course offerings in the interdisciplinary Bachelor of Science Degree program in Science Education are offered through the Biology Department. The Department also cooperates with the Education Department in coordinating a science concentration of the B.S. in Middle Grades Education (6-9).

Biology (with tracks in **Botany, Zoology, Molecular Biology,** or **Environmental Biology** possible)
Biology with Teacher Licensure
Biology — Medical Technology Program
Biology — Biomedical Emphasis
Biotechnology
Environmental Science
Science Education (with concentrations in **Biology, Chemistry, Earth Science** or **Physics**)

BACHELOR OF SCIENCE IN BIOLOGY

Requirements for a Bachelor of Science Degree in Biology	Sem. Hrs.
Core of Required Courses (below), including General Education	82-83
MAT 2150	4
Electives	33-34
	Total: 120

CORE OF REQUIRED COURSES (for all degree programs in Biology)	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Required Biology Courses: BIOL 1000, BIO 1000, 1010, 1020, 3040, 3180, 3710	24
Biology Track (see below): choose one Botany Track; Zoology Track; Molecular Biology Track; Environmental Biology Track; or No Track (any biology course except those for non-majors)	11-12
Chemistry Requirements: 1300, 1310, 1100, 1110	8
Mathematics Requirements: 1070, 2100 (in addition, MAT 2150 is required for many programs; MAT 2210 and 2220 also satisfy Mathematics Requirement.)	6
	Core Total*: 82-83

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements. Additional requirements apply to specific programs.

Biology Tracks (choose one to meet Concentration Requirement in the Core)

Botany Track (11-12 sem hr): Three of the following:
BIO 2310, 2320, 3050, 3400, 3540, BIO/ENV 2200

Environmental Biology Track (11-12 sem hr): Three or four of the following:
BIO 2310, 2500, 3010, 3050, 3400, 4100, 4320, ENV 2200, 2300, 2400, 3100

Molecular Biology Track (11-12 sem hr): Three of the following:
BIO 3140, 3150, 3220, 3230, 3540, 4610

Zoology Track (11-12 sem hr): Three of these, with 1 or more from each area
Invertebrate Area: BIO 3010, 3100, 3190; Vertebrate Area: BIO 2040, 2050, 2500, 4610, BIO/ENV 2300

BIOLOGY: MEDICAL TECHNOLOGY

Requirements for a Bachelor of Science Degree in Biology with Emphasis in Medical Technology (See Health Professions Programs for a description of this program.)	Sem. Hrs.
Freshman Seminar and General Education*	45(33)
BIOL 1000, BIO 1000, 1010, 1020, 2120, 3150, 3180, 3710	28
CHM 1300, 1100, 1310, 1110, 2500, 2510	16
MAT 1070, 2100	6
CSC 1000	3
Electives	4
Clinical Work in Approved Hospital	30
	Total: 120

Fourth Year: Clinical Training in approved Program at McLeod Regional Medical Center–30 hours.

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements.

BIOLOGY: BIOMEDICAL EMPHASIS

Requirements for a Bachelor of Science Degree in Biology with Biomedical Emphasis (See Health Professions Programs for a description of this program.)	Sem. Hrs.
Freshman Seminar and General Education*	45(33)
BIOL 1000, BIO 1000, 1010, 1020, 2110, 2120, 3040, 3150, 3180, 3710, 4610	40
CHM 1300, 1100, 1310, 1110, 2260, 2270, 2500, 2510, 3110, 3120	28
PHY 1500, 1510, 1560, 1570	8
MAT 1070, 2100, 2150	10
Electives	3
	Total: 122

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements.

BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (9-12)

Coordinator: Rachel McBroom

Upon successful completion of the program of study in Biology Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	59-60
BIOL 1000 & BIO 1000, 1010, 1020, 3040, 3180, 3710, 4220	
Biology Electives 8-9 hours	
CHM 1300 & 1100, 1310 & 1110, 2500	
MAT 1070, 2100	
PHY 1500	
GLY 1150	
Professional Studies	15
EDN 3020, 3120, 3500, 4190, SED 3000	
Content Pedagogy	18
SCE 3000, 3010, 4000, 4490	
CSC 4050	
General Electives	2-3
	Total: 128

NOTE: Students who desire teacher licensure in Biology Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12)

Coordinator: Rachel McBroom

Upon successful completion of the program of study in Science Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology Concentration:	62
BIOL 1000 & BIO 1000, 1010, 1020, 3040, 3180, 3710, 4220	
MAT 1070, 2150	
CHM 1300 & 1100, 1310 & 1110, 2500	
GLY 1150 & GLYL 1150, GLY 1250 & GLYL 1250	
PHY 1500 & 1560, 1510 & 1570	
Chemistry Concentration:	62
CHM 1300 & 1100, 1310 & 1110, 2260, 2270, 2500, 2510, 3110, 3120	
MAT 2210, 2220	
BIOL 1000 & BIO 1000; BIO 1010 or 1020	
GLY 1150 & GLYL 1150, GLY 1250 & GLYL 1250	
PHY 1500 & 1560, 1510 & 1570	
Guided Electives – 2 hours	
Earth Science Concentration:	62
GLY 1000 & GLYL 1000 or GLY 1150 & GLYL 1150; GLY 1250 & GLYL 1250, GLY 2260, 2460, 2620, 3100, 3250	
select one: GLY 3660, 4250; GLYS 4xxx	
PHS 1560	
MAT 1090	
CHM 1300 & 1100, 1310 & 1110, 2500	
BIOL 1000 & BIO 1000; BIO 1010 or 1020	
PHY 1500 & 1560, 1510 & 1570	
Guided Electives – 1 hour	
Physics Concentration:	62
PHY 1500 or 2000, 1510 or 2010, 1560 or 2060, 1570 or 2070, 2180, 2560, 3000, 3200, 3260, 4000	
Guided Electives – 2 hours	
MAT 2210, 2220, 3320-	
BIOL 1000 & BIO 1000; BIO 1010 or 1020	
GLY 1150 & GLYL 1150	
CHM 1300 & 1100, 1310 & 1110	
PHS 1560	
Professional Studies	15
EDN 3020, 3120, 3500, 4190, SED 3000	
Content Pedagogy	18
SCE 3000, 3010, 4000, 4490	
CSC 4050	
Biology, Chemistry, Earth Science, or Physics Concentration Total:	128

NOTE: Students who desire teacher licensure in Science Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF SCIENCE IN BIOTECHNOLOGY

Requirements for a Bachelor of Science Degree in Biotechnology	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44(32)
Biology Core Course Requirements	26
BIOL 1000, BIO 1000, 3150, 3180, 3510, 3710, BTEC 3220, 4900	
Chemistry and Physics Core Course Requirements	27
CHM 1100, 1110, 1300, 1310, 2270, 2500, 3110, 3120, 3510; PHY 1500, 1560	
Elective Courses (Choose 3 of the following)	11-12
BIO 3200, 3540, or 3810; BTEC 3230, 3610, BTES 4xxx; CHM 3210, 3240; PHY 1510 and 1570	
Mathematics Course Requirements	8
MAT 2210, 2220	
Free Electives	14-15
	Total: 120

*Students who plan to major in Biotechnology should consult the program director or coordinator before registering for General Education courses. Twelve hours of General Education courses are listed separately above as specific core requirements.

BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE

Requirements for a Bachelor of Science Degree in Environmental Science	Sem. Hrs.
Freshman Seminar	1
General Education*	44(31)
Required Courses:	
BIO 1000*, 3040, 3180, 4310	12
ENV 2100, 2200, 2300, 3100, 3200, 4900	22
CHM 1100*, 1110, 1300*, 1310, 2300, 2500	12
GLY 1150*; GGY 2500; GLY 2260, 2460, or 2620	6
MAT 1070*, 2100	3
Biology/Environmental Science Electives: choose 3 of the following: ENV 2400, 4100; BIO 2500, 3010, 3400, 4100, 4220, 4320	10-11
Electives	9-10
	Total: 120

*Courses marked with an asterisk are General Education courses, and their hours are counted as General Education hours.

LICENSURE IN SCIENCE FOR MIDDLE GRADES EDUCATION (6-9)

Students majoring in Middle Grades Education (6-9) are required to complete two teaching specialty areas. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Students majoring in Middle Grades Education (6-9) with a Science teaching specialty area should consult with the Coordinator of Undergraduate Science Education in the Department of Biology and the Middle Grades Program Coordinator in the School of Education.

Requirements for Licensure in Science for a B.S. in Middle Grades Education (6-9)	Sem. Hrs.
PHS 1100, 1080, 1090; BIOL 1000; BIO 1000, 1030, 3040; GLY 1150 & GLYL 1150, GLY 1250 & GLYL 1250; SCE 3000, 3010, 3500	
	Total: 30

ACADEMIC CONCENTRATION IN BIOLOGY

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Biology Department offers an Academic Concentration of 26 hours. This Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Biology:	Sem. Hrs.
BIOL 1000; BIO 1000, 1010, 1020, 1030, BIO 3710 (or an approved upper-level biology course with a laboratory)	
ENV 2100	
CHM 1300, 1100	
	Total: 26

COURSES

BIOLOGY (BIO, BIOL)

BIO 1000. Principles of Biology

An introduction to modern and classical biology concepts. Lecture. Credit, 3 semester hours.

BIOL 1000. Laboratory Investigations and Experiences in General Biology

Introductory laboratory experiments in which basic principles of biology will be investigated. Laboratory. Credit, 1 semester hour. PREREQ: Enrollment in or credit for Biology 1000.

BIO 1010. General Botany

Introductory plant science with emphasis on morphology and physiology of the seed plants and a survey of representative types from the plant kingdom. A prerequisite to all other courses in botany. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 1020. General Zoology

Introductory coverage of the animal kingdom with emphasis on vertebrate systems, classification & survey of the animal phyla, and coverage of cellular respiration. Laboratory time will be spent on histology, anatomy, and a survey of phyla. A prerequisite to all other zoology courses. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 1030. Basic Human Biology

An elementary study of the human body in health and disease. This course relates fundamental knowledge about human anatomy and physiology to current issues. Questions such as how do birth control pills work? and what causes cancer? will be explored. Does not fulfill a BIO elective. Lecture. Credit, 3 semester hours.

BIO 2040. Vertebrate Zoology

The biology of several classes of vertebrate animals, both living and extinct, with emphasis on their diversity, evolution, morphology, physiology, and behavior. Lecture. Credit, 3 semester hours. PREREQ: BIO 1000, 1020.

BIO 2050. Animal Behavior (PSY 2040)

A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020.

BIO 2110. Human Anatomy and Physiology I

A course covering the structure and function of certain organ systems of the human body. This is the first of a two-semester sequence in human anatomy and physiology. Topics to be covered include: an introduction to anatomy and physiology, the language of anatomy, homeostasis, histology and the

integumentary, skeletal, muscular and nervous systems. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 2120. Human Anatomy and Physiology II
A course covering the structure and function of certain organ systems of the human body. The second in a two-semester sequence of courses in human anatomy and physiology. Systems covered include the circulatory, immune, lymphatic, respiratory, digestive, excretory, and reproductive systems. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000. BIO 2110 is recommended but not required.

BIO 2200. Field Botany (ENV 2200)
An introduction to the theory and practice of field botany, with emphasis placed on higher plants. Topics covered will include basic taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and a general treatment of the plant communities of North Carolina. Lecture and Laboratory. Credit, 4 semester hours.

BIO 2300. Field Zoology (ENV 2300)
An introduction to the theory and practice of field zoology, with emphasis on vertebrates. Topics covered will include basic identification and taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and mathematical modeling. Lecture and Laboratory. Credit, 4 semester hours.

BIO 2310. Morphology of the Non-Vascular Plants
A comprehensive survey of the algae, fungi, and bryophytes dealing with structure, form, and reproduction. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1010.

BIO 2320. Morphology of the Vascular Plants
A continuation of Biology 231, a survey of the plant kingdom with emphasis on selected types of vascular plants. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1010.

BIO 2400. Field Microbiology (ENV 2400)
An introduction to the microorganisms of terrestrial and aquatic ecosystems. Emphasis will be placed on microbes that are important in ecosystem functions such as decomposition, nutrient cycling, and mutualistic relationships, as well as microbes that serve as indicators of water quality or environmental health. Lecture and Laboratory. Credit, 4 semester hours.

BIO 2500. Ornithology
This course is designed to familiarize students with the major groupings of birds, basics of flight, adaptations, behavior, and birding "hot spots" in North Carolina. Emphasis will be placed on field identification techniques and habitat associations. Lecture and Laboratory. Credit, 4 semester hours.

BIO 3010. Entomology
An introduction to the study of insects which emphasizes the classification, morphology, physiology, ecology, behavior, and importance of insects. Approximately one week will be devoted to spiders. A small collection with identification is required. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020.

BIO 3040. Principles of Ecology
An analysis of the interactions of organisms with each other and the physical environment. Ecological process is examined at individual, community, and ecosystem levels. The basic kinds of ecosystems are surveyed. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 3050. Introductory Mycology
An introduction to the fungi, with emphasis upon taxonomy and physiology, including some reference to their economic importance. Special emphasis will be given to those that are animal or plant pathogens. Lecture and Laboratory. Credit, 3 semester hours. PREREQ: BIO 1000, 1010.

BIO 3100. Invertebrate Zoology
A survey of the major invertebrate phyla emphasizing classification, morphology, natural history, evolution, and behavior. At least one Saturday coastal field trip is required. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020.

BIO 3150. Microbiology
The biology of bacteria, fungi, algae, protozoa, and viruses, with special reference to bacteria. Microbial diseases, immunity and the role of microorganisms in human affairs are also emphasized. Lecture and Laboratory. Fall, Spring. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 3180. Principles of Genetics
An introduction to the basic principles of heredity and molecular genetics. General aspects of human genetics are included. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, CHM 1000, MAT 1070.

BIO 3190. Animal Parasitology
An introduction to the biology of parasites emphasizing classification, morphology, life history, pathology, treatment, ecology and evolution. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020.

BIO 3200. Developmental Biology
A course on the classical, genetic, and molecular analysis of embryonic development with lab. Its purpose is to offer a blend of classical and modem topics, which are organized in three parts: 1. the natural sequence of developmental stages from gametogenesis and fertilization to histogenesis; 2. the differential gene expression; and 3. a series of core topics including pattern formation, sex determination, hormonal control, and growth. Examples are picked as they serve best to illustrate the general points to be made. Mammals or other vertebrates will be preferred whenever possible because we have a natural interest in their development. Lecture and Laboratory. Credit, 4 semester hours.

BIO 3400. Plant Systematics
An introduction to systematic botany and plant community ecology. The course emphasizes identification of the local flora as well as the recognition and characteristics of plant communities found in North Carolina. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1010.

BIO 3510. Research Strategies
Introduction to scientific investigation including experimental design, data analysis, laboratory notetaking, and communication of the scientific results. Provides design and implementation of a focused project utilizing current techniques and methods in biotechnology. Recent research reports will also be analyzed to obtain an understanding of the principles underlying these approaches. Lecture. Credit, 3 semester hours. PREREQ: BIO 1000, 3180.

BIO 3540. Plant Physiology
A study of the physiological activities in plants such as water relations, metabolism, plant growth hormones, as well as growth, development, and environmental adaptations. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1010.

BIO 3700. Science Communication and Research Methods
A review of the current literature in a variety of biomedical journals. The format for presentation of material and the research methods employed will be examined. Designed so that students can obtain an understanding of how research is done and how it is reported. Lecture. Credit, 1 semesrer hour. PREREQ: BIO 1000, Consent of Instructor.

BIO 3710. Cell Biology
A study of cellular ultrastructure, molecular organization, and physiology. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, CHM 1300, 1310. Required; CHM 2500, 2510 Recommended.

BIO 3810. Immunology
The biology and molecular events underlying the immune response and its relationship to the activities and strategies of foreign invaders (both infectious and non-infectious). Applied immunology including biotechnology and diagnostic tools is also presented. Lecture. Credit, 3 semester hours. PREREQ: BIO 1000, 3180, CHM 1310.

BIO 4100. Marine Biology
A survey of the common organisms associated with topical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef and mangrove communities, ocean currents, and physical and geological factors. The course includes one week of on-campus study followed by one week of field and lab work at the Bermuda Biological Station for Research. There are additional costs involved in the Bermuda trip. Lecture and Laboratory. Credit, 3 semester hours. PREREQ: BIO 1000.

BIO 4140. Biogeography
The principles of biogeography will be discussed in light of current understanding of geology, geography and evolutionary biology. Biogeographic processes are examined at individual, community and ecosystem levels. The effects of a changing earth on species distribution and extinction will be assessed. Causes of modern and historical distributions of taxa will be examined. Lecture. Credit, 3 semester hours. PREREQ: BIO 1000.

BIO 4220. Evolution
An introduction to and analysis of the concepts of organic evolution, mutation, adaptation, selection, competition, and origin of species are considered. Lecture. Credit, 3 semester hours. PREREQ: BIO 1000.

BIO 4310. Biometrics
This course covers the nature of the scientific method, hypothesis formulation, experimental protocols, and hypothesis testing. An emphasis is placed on the concepts of experimental design in biological systems, and on current methods of standard data analysis. During the semester, students will design a research project, collect data, analyze this data in an appropriate way, and write a research paper that conforms to standards of current biological journals. The course is recommended for students planning a research career in biology. Student understanding of basic statistics and familiarity with microcomputer data bases and word processing programs are assumed. Lecture. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 4320. Conservation Biology
The science of conserving the Earth's biodiversity. This course will examine mankind's impact on species, populations, and habitats. The role of government and the private sector in conservation will be discussed. Emphasis will be placed on defining the problems and identifying scientific solutions, based on ecological principles and case studies. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1010, 1020.

BIO 4610. Animal Physiology
Physiological principles study as they occur throughout the animal kingdom with special emphasis on mammals. A detailed study of the mechanisms involved in the maintenance of the homeostatic condition. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020; CHM 2500, 2510; and BIO 3710 recommended.

BIO 4950. Biology Seminar
A seminar series in which current biology research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. Lecture. Credit, 1 semester hour per semester with a limit of 4 hours. PREREQ: BIO 1000, Consent of Instructor.

BIO 4990. Research in Biology

Restriction: Senior biology majors with a quality point average of 3.0 in the major. Designed to provide the student with experience in the analysis and solution of problems in the areas of his/her major interests. The problems will be presented to the biology faculty in written form. Lecture. Credit, 1 to 3 semester hours per semester with a limit of 6 hours. PREREQ: Consent of the instructor and approval of the research proposal by a committee composed of biology faculty.

BIOS 3xxx. Special Topics in Biology

A course designed to meet the unusual needs of individuals in special programs such as the Science Institute for school teachers and those working toward licensure. The specific contents and credit for the course will be determined by the needs of the students and is subject to departmental approval. Lecture. Credit, 1-4 semester hours. PREREQ: BIO 1000.

BIOTECHNOLOGY (BTEC)

BTEC 3220. Biotechnology I

A laboratory-oriented course with lecture and laboratory components. Its purpose is to familiarize students with DNA science techniques in biotechnology and with scientific write-up of laboratory reports and to encourage their interest in graduate research and careers in this area. The course is open to Biology and Chemistry majors and is especially recommended to students that want to gain laboratory experience and dexterity before taking other higher level required courses. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 3180.

BTEC 3230. Biotechnology II

A laboratory-oriented course to familiarize students with more advanced techniques in biotechnology, molecular genetics, and cell biology. The lecture portion of the course will cover concepts on which the techniques are based along with current and future applications. Students will gain experience with tissue and cell cultures, will learn techniques not covered in other required biology courses, and will become familiar with scientific write-up of laboratory reports. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, BTEC 3220.

BTEC 3510. Bioprocessing

See listing in Department of Chemistry and Physics. Credit, 3 semester hours. PREREQ: BIO 3150 or BIO 3710 and CHM 3110.

BTEC 3610. Bioseparations Technology

See listing in Department of Chemistry and Physics. Credit, 3 semester hours. PREREQ: CHM 2510

BTEC 4900. Internship/Co-op

A course designed to give students first-hand experience working with a biotechnology host organization. Internships are arranged on an individual basis and must involve supervision by both the host organization's staff and the Biotechnology Program Director or Coordinator. Three hours of academic credit will be awarded for a minimum of 320 contact hours (8 weeks at 40 hours per week) of work with the host organization. Pass/Fail grading. Credit, 3 semester hours. PREREQ: Consent of the Biotechnology Program Director or Coordinator.

BTES 4xxx. Special Topics in Biotechnology

A course designed to offer special and advanced topics in Biotechnology. Title and topic will vary from year to year. Credit, 3 semester hours. PREREQ: Consent of the instructor.

ENVIRONMENTAL SCIENCE (ENV)

ENV 2100. Environmental Science

A study of environmental science emphasizing the impact that an increasing human population has on the biosphere. The course deals specifically with the demands placed by humans on natural resources and the resulting acceleration of environmental deterioration, human attitudes toward the

environment, and techniques and policies by which resources could be intelligently managed. Does not fulfill a BIO elective. Lecture. Credit, 3 semester hours.

ENV 2200. Field Botany (BIO 2200)

An introduction to the theory and practice of field botany, with emphasis placed on higher plants. Topics covered will include basic taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and a general treatment of the plant communities of North Carolina. Lecture and Laboratory. Credit, 4 semester hours.

ENV 2300. Field Zoology (BIO 2300)

An introduction to the theory and practice of field zoology, with emphasis on vertebrates. Topics covered will include basic identification and taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and mathematical modeling. Lecture and Laboratory. Credit, 4 semester hours.

ENV 2400. Field Microbiology (BIO 2400)

An introduction to the microorganisms of terrestrial and aquatic ecosystems. Emphasis will be placed on microbes that are important in ecosystem functions such as decomposition, nutrient cycling, and mutualistic relationships, as well as microbes that serve as indicators of water quality or environmental health. Lecture and Laboratory. Credit, 4 semester hours.

ENV 3100. Freshwater Ecosystems and Watershed Management

An introduction to the ecology of ponds, lakes, streams, and rivers. Topics covered include plant and animal communities, abiotic factors affecting these communities, water chemistry, sampling/monitoring techniques, and management strategies for aquatic ecosystems and adjacent watersheds. Lecture and Laboratory. Credit, 4 semester hours.

ENV 3200. Soils and Hydrology

An overview of soil physical properties, chemical properties, and hydrology. Topics covered include the formation, structure, and description of soils, soil water and the hydrologic cycle, and the modeling of soil systems. Lecture and Laboratory. Credit, 4 semester hours.

ENV 4100. Environmental Laws and Regulations

An overview of major federal and state environmental legislation. Topics covered will include agriculture, air and water pollution, hazardous waste, wetlands, endangered species, multiple use management, the governmental agencies responsible for administering/enforcing these laws, and private environmental organizations that affect policy decisions. Lecture. Credit, 3 semester hours.

ENV 4900. Internship

A course designed to give students an opportunity to obtain first-hand experience working with an environmental agency. Fall, spring. Credit, 3 semester hours. PREREQ: Departmental approval.

SCIENCE EDUCATION (SCE)

SCE 3000. Early Experiences for Prospective Science Teachers

An introduction to the teaching of science for prospective secondary science teachers. A minimum of 16 clock hours of directed classroom observations and planned participation in actual classroom settings and 8 clock hours of seminar class instruction in the teaching area. Fall, Spring. Credit, 1 semester hour.

SCE 3010. Early Laboratory Experiences for Prospective Science Teachers

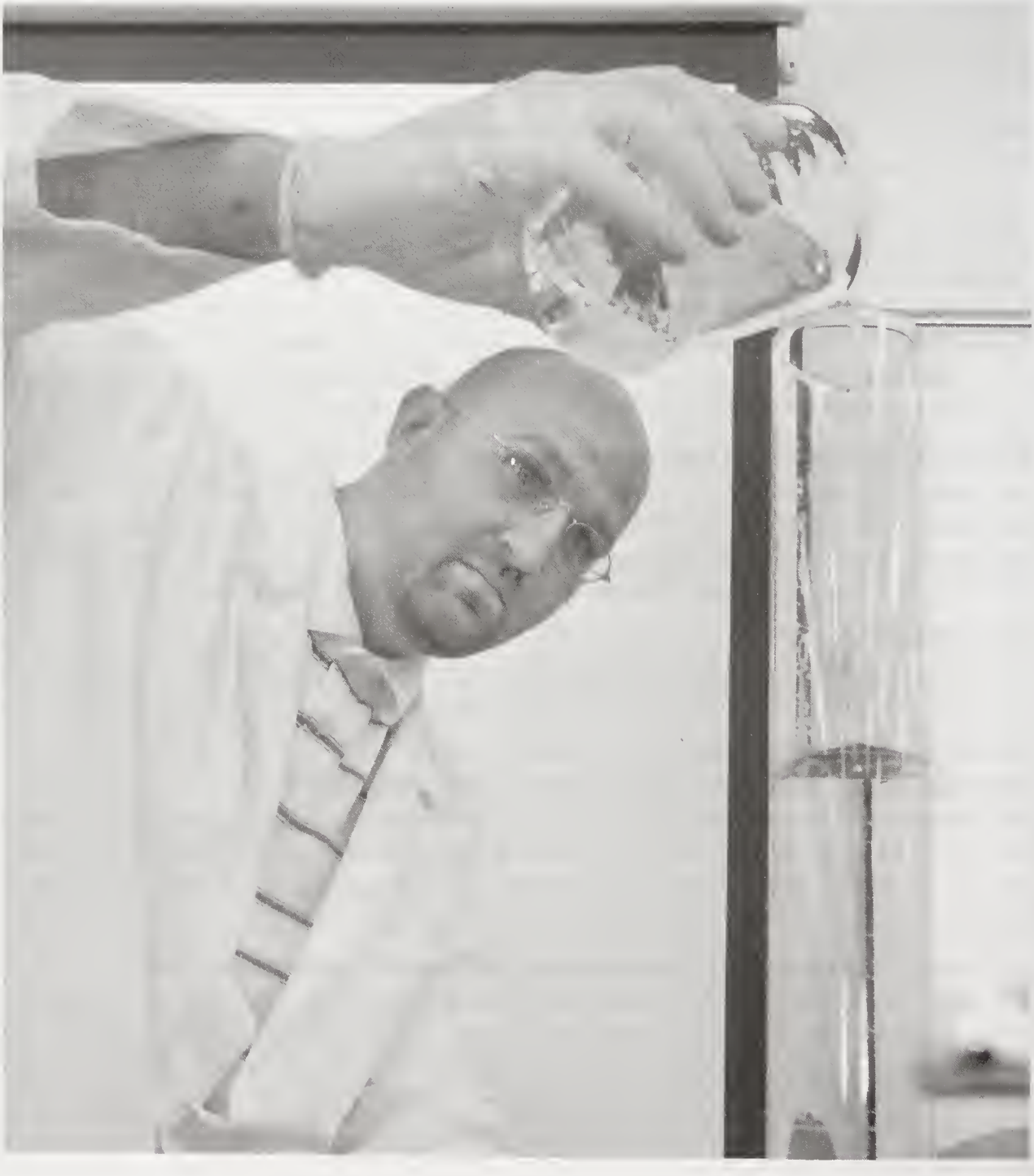
An introduction to the role of the laboratory in science teaching including research on laboratory use in K-12 schools, safety and liability issues, inquiry-based activities, and the planning and evaluation of laboratory lessons. A minimum of 16 clock hours of directed field experiences in actual classroom settings and 16 clock hours of seminar class instruction. Fall, Spring. Credit, 2 semester hours. PREREQ: SCE 3000 and at least 16 semester hours of science credits.

SCE 3500. The Teaching of Science in the Middle Grades (6-9)
Purposes, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials appropriate for teaching science in the middle grades. Spring. Credit, 3 semester hours. PREREQ: SCE 3000.

SCE 4000. Teaching Science in the Secondary School
Purpose, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials. Fall. Credit, 3 semester hours. PREREQ: SCE 3000, 3010.

SCE 4490. Internship in Science in Secondary Schools
Provides continuous full-time teaching experiences in an off-campus public school setting. Pass/Fail grading. Fall, Spring. Credit, 9 semester hours. PREREQ: SCE 4000.

SCE 5500. Science in the Middle School (6-9)
A study of subject matter, materials, and methods for teaching science in the middle school. Credit, 3 semester hours.



CHEMISTRY AND PHYSICS

Chair: Thomas A. Dooling

Jose J. D'Arruda*	William D. Brandon	Eugene F. Douglass
Paul A. Flowers***	Shanna May Harrelson	Leonard D. Holmes**
Sivanadane Mandjiny	Mark McClure	Timothy M. Ritter
Felicia Scott	Rachel B. Smith	Meredith L. Storms
Roland Stout	Cornelia Tirla	Sailaja Vallabha

* Pre-Engineering Coordinator
** Biotechnology Coordinator
***Interim Dean of the College of Arts and Sciences

The Chemistry and Physics Department offers a Bachelor of Science degree in Chemistry, a Bachelor of Science degree in Applied Physics, and a Bachelor of Science degree in Biotechnology (in conjunction with the Department of Biology).. The Chemistry program is approved by the American Chemical Society and offers specializations within the B.S. degree program in the following areas: (1) Professional, (2) Environmental, (3) Molecular Biotechnology, (4) Pre-Health Professions, (5) Pre-Pharmacy, and (6) Forensic Chemistry. Students completing these programs have been successful at entering professional schools, gaining employment in government and industry, and pursuing graduate studies in chemistry.

The Chemistry and Physics Department also offers a pre-engineering program. This two-year program prepares students for entry into an engineering program at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte.

The Department cooperates with the Biology Department in offering required chemistry and physics courses for the B.S. in Science Education and the B.S. in Biology Education. The Department also cooperates with the Education Department in offering a science concentration of the B.S. in Middle Grades Education (6-9).

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Chemistry and Physics Department offers an Academic Concentration in Physics.

BACHELOR OF SCIENCE IN APPLIED PHYSICS

Requirements for a Bachelor of Science Degree in Applied Physics	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
PHY 2000, 2010, 2060, 2070, 2180, 2560, 3000, 3200, 3260, 3560, 4200, 4990	32
CHM 1100, 1110, 1300, 1310	8
CSC 2050	3
MAT 2210, 2220, 3150, 3310, 3320	18
Electives (total elective hours dependent on distribution of General Education courses)	18-32
	Total: 124

BACHELOR OF SCIENCE IN CHEMISTRY

Requirements for a Bachelor of Science Degree in Chemistry	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Core Major Requirements*	
BIO 1000	3
CHM 1100, 1110, 1300, 1310, 2260, 2270, 2500, 2510, 2980, 4100	29
PHY 1500, 1510, 1560, 1570 or PHY 2000, 2010, 2060, 2070	8
MAT 1070 and 1080 (or equivalent 1090), 2210, 2220	14(12)
**Track Options (see listings below)	35(37)
	Total: 122

*Twelve hours of General Education courses are listed separately above as specific core requirements.

**B.S. in Chemistry Track Option Course Requirements

Track (Major Code)	Sem. Hrs.
General (CHM)	
CHM 4270	4
Electives (any area)	31 (33)
Environmental (CENV)	
CHM 2300, 3110, 3120, 4270	12
ENV 2100	3
GLY 1150, 2620	6
GLYL 1150	1
Electives	13 (15)
Forensic (CFOR)	
BIOL 1000	1
CHM 3110, 3120, 3210, 3240, 4200, 4270	16
CRJ 2000, 2100, 3000, 3150	12
Electives (any area)	6 (8)
Molecular Biotechnology (CMOL)	
BIO 3150	4
CHM 3110, 3120, 3210, 3240, 3510, 3990 (2 credits)	16
PHY 3410	3
Electives (BTEC 3220, BIO 3710, and CHM 4270 recommended)	12 (14)
Pre-Health Professions (CMED)	
CHM 3110, 3120	4
BIO 1020, 2110, 2120, 3150, 3710, 4270	24
BIOL 1000	1
Electives	6 (8)
Pre-Pharmacy (PHMC)	
BIO 2110, 2120 or 3150 (one of these)	4
BIOL 1000	1
CHM 3110, 3120	4
First year curriculum in approved Pharm. D. program	26
Electives (any area)	0 (2)
Professional (CHEM)	
CHM 3110, 3120, 3990 (4 credits), 4110, 4260, 4270	20
PHY *(the 2000-level sequence noted in the core requirements is required for this track)*	
Electives (any area)	15 (17)

BACHELOR OF SCIENCE IN BIOTECHNOLOGY

Requirements for a Bachelor of Science Degree in Biotechnology	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44(32)
Biology Core Course Requirements	26
BIOL 1000; BIO 1000, 3150, 3180, 3510, 3710; BTEC 3220, 4900	
Chemistry and Physics Core Course Requirements	27
CHM 1100, 1110, 1300, 1310, 2270, 2500, 3110, 3120, 3510; PHY 1500, 1560	
Elective Courses (Choose 3 of the following)	11-12
BIO 3200, 3540, or 3810; BTEC 323, 361, BTES 4xxx; CHM 3210, 3240; PHY 1510 and 1570	
Mathematics Course Requirements	8
MAT 2210, 2220	
Free Electives	14-15
	Total: 120

*Students who plan to major in Biotechnology should consult the program director or coordinator before registering for General Education courses. Twelve hours of General Education courses are listed separately above as specific core requirements.

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12)

Coordinator: Rachel McBroom, Biology Dept.

Upon successful completion of the program of study in Science Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology Concentration:	62
See Biology Dept. for listing of course requirements.	
Chemistry Concentration:	62
See Biology Dept. for listing of course requirements.	
Earth Science Concentration:	62
See Biology Dept. for listing of course requirements.	
Physics Concentration:	62
See Biology Dept. for listing of course requirements.	
Professional Studies	15
EDN 3020, 3120, 3500, 4190, SED 3000	
Content Pedagogy	18
SCE 3000, 3010, 4000	
CSC 4050	
SCE 4490	
Biology, Chemistry, Earth Science, or Physics Concentration Total:	128

NOTE: Students who desire teacher licensure in Science Education should declare the major as soon as possible in their college career. Consultation with the Coordinator of Undergraduate Science Education in the Department of Biology prior to registering for General Education courses is strongly recommended.

LICENSURE IN SCIENCE FOR MIDDLE GRADES EDUCATION (6-9)

Students majoring in Middle Grades Education (6-9) are required to complete two teaching specialty areas. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Students majoring in Middle Grades Education (6-9) with a Science teaching specialty area should consult with the Coordinator of Undergraduate Science Education in the Department of Biology and the Middle Grades Program Coordinator in the School of Education. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Requirements for Licensure in Science for a B.S. in Middle Grades Education (6-9)	Sem. Hrs.
PHS 1100, 1080, 1090; BIOL 1000; BIO 1000, 1030, 3040; GLY 1150, 1250; GLYL 1150, 1250; SCE 3000, 3010, 3500	
	Total: 30

ACADEMIC CONCENTRATIONS

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department offers an Academic Concentration of 24 hours in Physics. This Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Physics	Sem. Hrs.
PHY 1500, 1560, 1510, 1570, 2180, 2560, 3000, 3200, 3260, 4480	
	Total: 24

MINOR

Requirements for a Minor in Physics:

A minor in Physics is available to all undergraduates and requires the following: PHY 2000, 2010, 2060, 2070, and 10 additional hours in Physics selected from the course above the 1000 level. The Chemistry and Physics Department has Co-op programs available. For more information, see Chemistry and Physics Department Chair.

PRE-ENGINEERING PROGRAM

Pre-Engineering Program

The Department of Chemistry and Physics is able to offer a pre-engineering program to selected students. Students selected into this program complete two years of a prescribed program at UNC Pembroke. Upon successful completion of this program, these students can transfer into their junior year at one of the engineering schools mentioned below.

Admission to the program is through a formal interview with the Committee on Pre-engineering. Requests for interviews can be made any time with the departmental secretary. Additional information may be obtained from the chair of the Chemistry and Physics Department.

This two-year program prepares students for entry into an engineering program at North Carolina A & T University, North Carolina State University, and the University of North Carolina at Charlotte. However, completion of the UNCP program does not guarantee acceptance into the engineering school at one of these institutions. The student must also satisfy admission requirements for transfer students, and these usually include an acceptable grade point average. Thus, a student should know the admission requirements of the school he or she expects to attend.

Requirements for the Pre-Engineering Program	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	18
Major Requirements	
CHM 1100, 1110, 1300, 1310	8
PHY 2000, 2010, 2060, 2070	8
MAT 2210, 2220, 3310, 3320	15
CSC 1550, 2050	6
EGR 2000, 2010, 2050	8
	Total: 64

COURSES

CHEMISTRY (CHM)

CHM 1100. General Chemistry Laboratory I

Laboratory exercises correlated with topics of Chemistry 1300. Fall, Spring. Credit, 1 semester hour. PREREQ: Enrollment in or completion of CHM 1300. *Note: Laboratory is required for presentation of General Chemistry as a professional requirement or prerequisite.*

CHM 1110. General Chemistry Laboratory II

Laboratory exercises correlated with topics of Chemistry 1310. Fall, Spring. Credit, 1 semester hour. PREREQ: CHM 1100 and enrollment in or completion of CHM 1310. *Note: Laboratory is required for presentation of General Chemistry as a professional requirement or prerequisite.*

CHM 1120. Chemistry for Health Sciences Laboratory I

Laboratory exercises correlated with topics of Chemistry 1400. Fall. Credit, 1 semester hour. PREREQ: Enrollment in or completion of 1400.

CHM 1130. Chemistry for Health Sciences Laboratory II

Laboratory exercises correlated with topics of Chemistry 1410. Spring. Credit, 1 semester hour. PREREQ: CHM 1120 and enrollment in or completion of 1410.

CHM 1300. General Chemistry I

Composition, structure, and properties of matter, including stoichiometry, atomic and molecular structure and theory, chemical periodicity, and equilibrium. Fall, Spring. Credit, 3 semester hours.

CHM 1310. General Chemistry II

Chemical reactivity, including properties of solutions, kinetics and equilibrium, acids and bases, and electrochemistry. Basic chemical principles applied to organic, inorganic, and nuclear systems. Fall, Spring. Credit, 3 semester hours. PREREQ: Chemistry 1300.

CHM 1400. Chemistry for Health Sciences I

A broad survey of general chemistry topics relevant to the allied health fields, including composition, structure and properties of matter, equilibrium, and acids and bases. This course is intended for students interested in allied health specializations and may not serve as a prerequisite for upper level chemistry courses. Fall. Credit, 3 semester hours.

CHM 1410. Chemistry for Health Sciences II

A broad survey of organic and biochemical topics relevant to the allied health fields, including compound classes, major reactions, and metabolism. This course is intended for students interested in allied health specializations and may not serve as prerequisite for upper level chemistry courses. Spring. Credit, 3 semester hours. PREREQ: CHM 1400.

CHM 2260. Elementary Inorganic Chemistry
Fundamental principles of inorganic chemistry, including coordination and nuclear chemistry, will be examined through a study of the descriptive chemistry of metallic and nonmetallic elements. Laboratories will involve the preparation and characterization of technologically important chemical substances. Fall/Spring. Credit, 4 semester hours. PREREQ: CHM 1310, 1110.

CHM 2270. Analytical Chemistry
The principles and techniques of classical and simple instrumental methods of chemical analysis will be examined with an emphasis on quality assurance and method validation concepts. Laboratories will involve the use of these analytical techniques in the determination of substances in a variety of sample matrices. Fall. Credit, 4 semester hours. PREREQ: CHM 1310, 1110.

CHM 2300. Basic Environmental Chemistry
A study of chemical processes of the earth's lithosphere, hydrosphere and atmosphere, emphasizing environmental issues associated with human activity. Laboratory projects will include the collection, processing, and analysis of soil, water, and air samples. As announced. Credit, 4 semester hours. PREREQ: CHM 1310, 1110.

CHM 2500. Organic Chemistry I
The aliphatic and aromatic carbon compounds with special emphasis on structure, major reactions, and reaction mechanisms. A laboratory is included. Fall, Spring. Credit, 4 semester hours. PREREQ: CHM 1310, 1110.

CHM 2510. Organic Chemistry II
A continuation of CHM 2500. A laboratory is included. Fall, Spring. Credit, 4 semester hours. PREREQ: CHM 2500.

CHM 2980. Scientific Literature
Introduction to methodology of researching topics in the chemical literature. Fall, Spring. Credit, 1 semester hour. PREREQ: CHM 2500.

CHM 3110. Biochemistry
A study of the chemical constitution of living matter and the biochemical build-up and breakdown of molecules in living organisms. As announced. Credit, 3 semester hours. PREREQ: One semester of Organic Chemistry.

CHM 3120. Experimental Methods in Biochemistry
A student laboratory that deals with the experimental methods used in biochemistry. As announced. Credit, 1 semester hour. PREREQ: Enrollment in, or completion of, CHM 3110.

CHM 3210. Biochemistry II
A continuation and more thorough treatment of biochemical principles considered in CHM 3110. Topics include (1) enzyme mechanisms (2) bioenergetics and metabolism (3) biological membranes (4) regulation of gene expression. As announced. Credit, 3 semester hours. PREREQ: CHM 3110.

CHM 3240. DNA Analysis Laboratory
A student laboratory involving experiments focused on the isolation, manipulation, and analysis of DNA from various sources. As announced. Credit, 1 semester hour. PREREQ: Enrollment in, or completion of, CHM 3210.

CHM 3520. Organic Chemistry III
A study of organic chemistry emphasizing the major spectroscopic methods, including NMR, IR, UV/Visible, and mass spectrometry, and how data from these sources are used to determine the molecular structure of organic compounds. Laboratory projects are included. As announced. Credit, 3 semester hours. PREREQ: Consent of instructor and concurrent registration in either CHM 3990 or CHM 4990 for 1-3 semester hours.

CHM 3990. Research in Chemistry
This course involves student research on projects supervised by departmental faculty. Both laboratory and library work are typically included, and a formal report of results is required upon completion of the project. Fall, Spring. Pass/Fail grading. Credit, 1-3 semester hours. May be repeated for a maximum of 6 semester hours. PREREQ: Consent of Department Chair.

CHM 4100. Physical Chemistry I
A theoretical and mathematical treatment of the fundamental laws and theories underlying the science of chemistry. Included is a student laboratory that deals with experimental methods used in physical chemistry. As announced. Credit, 4 semester hours. PREREQ: MAT 2210 and 2220, either PHY 1500 or PHY 2000, and at least 16 hours of CHM coursework at or above the 2000 level.

CHM 4110. Physical Chemistry II
A continuation of CHM 4100. Included is a student laboratory that deals with experimental methods used in physical chemistry. As announced. Credit, 4 semester hours. PREREQ: CHM 4100.

CHM 4200. Forensic Chemistry
An examination of chemical theories and practices related to the analysis of physical evidence in criminal investigations. Three one-hour lectures and one three-hour laboratory meeting weekly. As announced. Credit, 4 semester hours. PREREQ: CHM 2270 and 3110.

CHM 4260. Advanced Inorganic Chemistry
The bonding, structure, and reactions of inorganic substances will be explored through applications of appropriate physico-chemical theories. Laboratory projects are included which employ a variety of instrumental methods to examine thermodynamic and kinetic properties of inorganic systems. As announced. 4 semester hours. PREREQ: CHM 2260, CHM 4100.

CHM 4270. Instrumental Analysis
Advanced topics related to instrumental methods of chemical analysis will be examined. Laboratory projects will focus on the finer points of data acquisition, analysis, and evaluation. Spring. Credit, 4 semester hours. PREREQ: CHM 2270, CHM 4100; PHY 1510/1570 or PHY 2010/2070.

CHM 4800. Internship in Chemistry
Experiential learning through work with an external agency. Internships are arranged on an individual basis and must involve chemistry-related work and supervision by both the agency's staff and a University faculty member. An internship application must be approved by the Department Chair prior to registration. Academic credit will be awarded at a maximum rate of 1 semester hour for each 40 clock hours of work with the agency. Fall, Spring, Summer. Pass/Fail grading. Credit, 1-4 semester hours. PREREQ: 24 semester hours of CHM course work and consent of the Department Chair.

CHM 4990. Independent Study in Chemistry
Individual study in advanced areas of chemistry. Offered for chemistry majors only. Fall, Spring. Credit, 1 to 3 semester hours. PREREQ: Consent of Department Chair.

CHMS 44xx. Special Topics in Chemistry
Advanced class study in selected areas of chemistry. As announced. Credit, 1-3 semester hours. PREREQ: Consent of the Instructor.

CHMS 49xx. Seminar
A seminar series in which current research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. Fall/Spring. Credit, 1 hour per semester; may be repeated for up to 4 semester hours. PREREQ: Consent of instructor.

BIOTECHNOLOGY (BTEC)

BTEC 3220. Biotechnology I

See listing in Department of Biology. Credit, 4 semester hours. PREREQ: BIO 1000, 3180.

BTEC 3230. Biotechnology II

See listing in Department of Biology. Credit, 4 semester hours. PREREQ: BIO 1000, BTEC 3220.

BTEC 3510. Bioprocessing

A laboratory intensive course designed to train students in selected aspects of fermentation for the production of biochemicals and macromolecules. Students will learn theory and practical application for important techniques in projects related to fermentation and bioconversion. As announced. Credit, 3 semester hours. PREREQ: BIO 3150 or BIO 3710 and CHM 3110.

BTEC 3610. Bioseparations Technology

A laboratory intensive course designed to train students in selected aspects of the separation and downstream processing of biomolecules. The specific objectives include the application of: (1) product recovery methods, (2) product purification technology to biomanufacturing. The technologies will be explored in view of bench scale, pilot and commercial scale processes. As announced. Credit, 3 semester hours. PREREQ: CHM 2510

BTEC 4900. Internship/Co-op

See listing in Department of Biology. Credit, 3 semester hours. PREREQ: Consent of the Biotechnology Program Director or Coordinator.

BTES 4xxx. Special Topics in Biotechnology

See listing in Department of Biology. Credit, 3 semester hours. PREREQ: Consent of the instructor.

ENGINEERING (EGR)

EGR 2000. Engineering Statics

The study of engineering statics using vector calculus. Basic concepts, forces, and equilibrium analysis, distributed forces, centroids, moments of inertia, virtual work, applications to machines, structures, and systems. An announced. Credit, 3 semester hours. PREREQ OR COREQ: PHY 2000, MAT 2210.

EGR 2010. Engineering Dynamics

The study of engineering dynamics using vector calculus. Equations of motion, kinematics, kinetics of mass points and systems of mass points, kinetics, and kinematics of rigid bodies. As announced. Credit, 3 semester hours. PREREQ: EGR 2000.

EGR 2050. Engineering Graphics

Introduction to graphical representation and engineering drawing. Instrument and freehand drawing of structures and machine parts, including isometric, oblique, and perspective drawings, sectional and auxiliary views, and orthographic projections. (Laboratory) Fall/Spring. Credit, 2 semester hrs.

PHYSICAL SCIENCE (PHS)

PHS 1080, 1090. Physical Science Laboratory I and II

Laboratory activities designed to parallel and reinforce the concepts presented in PHS 1100 and 1110. Fall/Spring. Credit. 1 semester hour each. PREREQ: Enrollment in or completion of PHS 1100 or equivalent.

PHS 1100, 1110. Physical Science I and II

Intended for the non-science major, these courses serve as an introduction to fundamental concepts in chemistry and physics. Fall/Spring. Credit. 3 semester hours each. PREREQ: None for PHS 1100; PHS 1100 or equivalent for PHS 1110.

PHS 1160. Exploring Man's Energy Choices
A survey of the evolution of the energy crisis. The various energy alternatives are considered with regard to the technological, environmental, and economic problems associated with each. Fall. Credit, 3 semester hours.

PHS 1560. Astronomy
A study of all matter and energy in the universe, emphasizing the concentration of this matter and energy in evolving bodies such as planets, stars, and galaxies. Topics include the sun, solar systems, stars, black holes, pulsars, supernova and quasars. Fall, Spring. Credit, 3 semester hours.

PHS 1570. Astronomy Laboratory
Astronomical observations and principles of experimentation, includes knowledge of the sky and its motions, optics, star and galaxy properties both with real physical experiments and computer simulations. Hands-on laboratory, usually held in the evenings so the heavens can be observed on clear nights. This course is often taken simultaneously with Astronomy 1560. Fall, Spring. Credit, 1 semester hour. PREREQ: enrollment in or completion of PHS 1560.

PHS 2460. Weather and Climate (GGY 2460, GLY 2460)
Study of atmospheric elements and controls, weather analysis and forecasting, and air pollution issues. Also includes a survey of world climate regions and applications of climate data. Fall and Spring. Credit, 3 semester hours.

PHYSICS (PHY)

PHY 1000. Elementary Physics I
In an essentially descriptive fashion this course describes the nature of: motion and its causes, energy, momentum, theory of relativity, heat and temperature, pressure, sound, and others. As announced. Credit, 3 semester hours.

PHY 1010. Elementary Physics II
In the fashion of PHY 1010, this course describes the nature of electricity and magnetism, light and optical devices, and the atom (what we now know and what we believe we can't know). As announced. Credit, 3 semester hours. PREREQ: It is helpful (but not required) to have taken PHY 1000 as background for this course.

PHY 1200. Science and Computing
A broad survey of topics related to the role computers play in science. No special knowledge is required of the student as the course is meant as an introduction to anyone interested in how computers are used in the field of science. Topics will include design and function of the PC, data collection and analysis, the Internet, Fortran programming, and basic word processing. As announced. Credit, 2 semester hours.

PHY 1500, 1510. College Physics I, II
A treatment of the subject matter of general physics (listed, in part, under 1000, 1010) at a level of thoroughness expected in such curricula as pre-med, biochemistry, etc. (for pre-engineering or physics curricula see PHY 2000, 2010). Fall, Spring. Credit, 3 semester hours each. PREREQ: for PHY 1500, MAT 1070 or equivalent; for PHY 1510, completion of PHY 1500.

PHY 1560, 1570. College Physics Lab I, II
A student laboratory to complement and reinforce the physical relationships discussed in the lecture classes. Fall, Spring. Credit, 1 semester hr. each. PREREQ: for PHY 1560, enrollment in or completion of PHY 1000 or 1500; for PHY 1570, enrollment in or completion of PHY 1010 or 1510.

PHY 2000. University Physics I
A study of Classical Newtonian mechanics with an emphasis on Newton's three laws of motion. This calculus-based course describes the nature of motion, forces, energy, momentum, collisions, rotation,

gravitation, sound, and heat. A beginning course expected in such curricula as pre-engineering, physics, etc. As announced. Credit, 3 semester hours. PREREQ OR COREQ: MAT 2210.

PHY 2010. University Physics II
A calculus-based study of electricity, magnetism, optics, relativity, quantum and nuclear physics. A beginning course expected in such curricula as pre-engineering, physics, etc. As announced. Credit, 3 semester hours. PREREQ: PHY 2000.

PHY 2060. University Physics Laboratory I
A student laboratory to complement and reinforce the physical relationships discussed in the University Physics lecture classes. Fall, Spring. Credit, 1 semester hour each. PREREQ: Enrollment in or completion of PHY 2000.

PHY 2070. University Physics Laboratory II
A student laboratory to complement and reinforce the physical relationships discussed in the University Physics lecture classes. Fall, Spring. Credit, 1 semester hour each. PREREQ: Enrollment in or completion of PHY 2010.

PHY 2180. Optics
Optical instruments such as cameras, telescopes, and many more are discussed. Their uses, limitations, and how they work are all included. Experimentation comprises half of the course. As announced. Credit, 3 semester hours. PREREQ: PHY 1010, 1510, or 2010.

PHY 2210. Hardware and Software Concepts
Introductory class exploring the role of computers in contemporary physics. Topics of discussion include hardware architecture, basic concepts in programming, and the application of existing software to classical problems. As announced. Credit, 3 semester hours. PREREQ: CSC 2050, PHY 2000.

PHY 2560. Modern Physics
A survey of the physics of the 20th century. The fundamental ideas of the theory of relativity and quantum mechanics via the anomalies that led to their formulation. As announced. Credit, 3 semester hours. PREREQ: PHY 1010, 1510, or 2010.

PHY 2880. Methods of Computational Science
An overview of the methods common to computational science. Topics to include numerical differentiation and integration, Monte Carlo techniques, and how to use higher level programs, e.g. Maple, Mathematica, or Gaussian. Students will also be introduced to computing on a supercomputer with projects to be completed via the North Carolina Super Computer Center (NCSC). As announced. Credit, 3 semester hours. PREREQ: PHY 2210.

PHY 3000. Classical Mechanics
Mechanics of particles and system of particles. Solution of problems in Newtonian Mechanics, one dimensional motion, linear, damped, and driven oscillations; two particle collisions, introduction to Lagrangian and Hamiltonian Dynamics. Central force motion. As announced. Credit, 3 semester hours. PREREQ: PHY 1500 or 2000 and a working knowledge of calculus.

PHY 3200, 3210. Electricity and Magnetism
Electrostatics, magnetic and electric fields, capacitance, inductance, electric machinery and meters. As announced. Credit, 3 semester hours each. PREREQ: PHY 1010, 1510, or 2010 and working knowledge of calculus for PHY 3200; PHY 3200 for 3210.

PHY 3260. Heat and Temperature
Heat and its effects; heat engines and their limitations. The concepts of entropy and other facets of thermodynamics. As announced. Credit, 3 semester hours. PREREQ: PHY 1000, 1500, or 2000 and a working knowledge of calculus.

PHY 3360. Mathematical Physics
Three dimensional vector and tensor calculus. Green's and Stoke's theorems. Vector spaces, linear independence, orthogonality. Hermitian and unitary operators. Eigenvalues and eigenvectors of operators, functions spaces as vector spaces, and elements of the theory of distributions. As announced. Credit, 3 semester hours. PREREQ: A working knowledge of calculus.

PHY 3410. Biophysics
Physics applied to biological phenomena, particularly from the point of view of molecular systems and processes. As announced. Credit, 3 semester hours. PREREQ: Two semesters of physics, a semester of biology and organic chemistry.

PHY 3560. Modern Electronics
An introduction to Analog and Digital Electronics. Problems and techniques of interfacing with laboratory instruments and computers. Spring. Credit, 3 semester hours. PREREQ: PHY 1150 or 1510 or 2010 or equivalent.

PHY 3880. Advanced Computational Physics
A project driven course in which the student will use various computational approaches to solve standard and/or modern problems in physics. Techniques will include C++ programming, Fortran programming, and advanced applications of software packages such as Maple, Mathematica, or Gaussian. As announced. Credit, 3 semester hours. PREREQ: PHY 2880.

PHY 3900. Computational Research in Physics
Requirements for this course include the completion of one or more computationally oriented research projects. Topics will be chosen from current interest across the broad spectrum of contemporary physics. As announced. Credit, 3 semester hours. PREREQ: PHY 3880.

PHY 4000. Quantum Mechanics
Generalized eigenvalue problems, angular momentum, spin, the hydrogen atom, and perturbation theory with selected applications from atomic, solid state, and nuclear physics. As announced. Credit, 3 semester hours. PREREQ: PHY 2560 and a working knowledge of calculus.

PHY 4200/4210. Advanced Laboratory I & II
Modern physics experiments available from several areas. Choices include: atomic physics, NMR, nuclear physics, radio astronomy, optics and spectroscopy. As announced. Credit, 3 semester hours. PREREQ: Consent of Instructor.

PHY 4990. Independent Study
Independent study with departmental faculty member. As announced. Credit, 1-3 semester hours. PREREQ: Consent of Department Chair and Instructor.

PHYS 4xxx. Special Topics
Individual study either of subject matter in existing courses (in more depth) or of subjects for which there is no present formal course. As announced. Credit, 1-3 semester hours. PREREQ: PHY 1010, 1510, or 2010; MAT 2220.

ENGLISH, THEATRE, AND LANGUAGES

Chair: Dennis H. Sigmon

Nancy W. Barrineau	Dayle Bailey	Loreen Bessire
Monika Brown	Mark Canada	Susan Cannata
Youngsuk Chae	Teagan E. Decker[5]	Natalie Fields
Jan M. Gane	José Orlando Gómez	Kimberly K. Gunter[3]
Anita R. Guynn	Holden Hansen	Karen Helgeson
Brian Scott Hicks	Peter T. Imoro	Joseph L. Jeyaraj
Deana Johnson[2]	Virginia Pompei Jones[6]	Chester I. Jordan[4]
Roger A. Ladd[7]	Walter E. Lewallen	Jonathan Lewis
Virginia K. McClanahan	Frank Myers	Robin Oswald
Sara Oswald	Jesse Peters[1]	Enrique Porrúa
Melissa Schaub	Cynthia M. Sheard	Shelby D. Stephenson[9]
Gary Tremblay	David Underwood	Patricia D. Valenti
Richard R. Vela	Liliana E. Wendorff[8]	

[1]Dean of the Esther G. Maynor Honors College
[2]Director of College Opportunity Program
[3]Director of Composition
[4]Director of Theatre
[5]Director of University Writing Center
[6]Coordinator of Undergraduate English Education
[7]Director of Graduate English Education
[8]Coordinator of Spanish
[9]Editor of *Pembroke Magazine*

The Department of English, Theatre, and Languages of The University of North Carolina at Pembroke exists for the common good of its students, of the campus community, and of a rational and humane society. The Department offers distinctive, realistically conceived, and well-executed programs for (1) the English major; (2) the student seeking North Carolina Teacher Licensure in English, grades 9-12 (program approved by NCTE), or ESL Add-On Licensure; (3) the Theatre major; (4) the Spanish major; (5) the General Education student, served by a strong Composition program and a wide choice of courses; (6) the Education major seeking an academic concentration in English or Spanish; (7) the student majoring in another subject who wishes to develop a minor in an area of English, Theatre, and Languages or simply to choose an elective or two; and (8) the in-service teacher, or college graduate with a background in English or a related discipline, seeking post-graduate work in English Education. The Department recognizes that each program has a distinctive philosophy and specific objectives, which are made clear to students involved in each program.

The Department office offers information about advisement and screening procedures for English majors, teacher licensure candidates in English, and Theatre majors. Also available is information about academic concentrations in English and Spanish and minors in Creative Writing, English, French, Literature, Spanish, Speech, TESOL, Theatre, and Writing. These are offered to all students enrolled at the University.

Pembroke Magazine, housed in the Department of English, Theatre, and Languages and founded in 1969 by the late Norman Macleod while he was at UNC Pembroke, focuses on North Carolina, national, and international writers. It publishes both beginning and established writers.

The University Theatre, a performance program housed in the Givens Performing Arts Center, provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

The Department recommends that all of its majors study a foreign language throughout their college careers; six semester hours (or equivalent competency) are required.

A grade of C (2.0) in both ENG 1050 (Composition I) and ENG 1060 (Composition II) is prerequisite to all literature and language courses at the 2000 level and above except for THE 2500 (Introduction to Theatre). All full-time students enroll in Composition I during their first semester of full-time study and continue consecutively thereafter until they successfully complete both ENG 1050 and ENG 1060.

ENGLISH

Requirements for a Bachelor of Arts Degree in English	Sem. Hrs.
Freshman Seminar	1
General Education Program*	44
Required Courses:	
ENG 3040; ENG 2050 or 2060; ENG 2230 or 2240; ENG 2470 or 2480; ENG 4570; ENGS 4xxx (numbers vary); SPE 2000 or 2010; competency in a foreign language at the 1320 course level**	21-27
Additional Required Course Work—Six courses from those listed below:	
ENG 2010 or 2020 or 2040 or 2080 or 2090 or 2100 or 2190 or 2200; ENG 3100; ENG 3110; ENG 3120; ENG 3130; ENG 3140; ENG 3150; ENG 3160; ENG 3170; ENG 33x0; ENG 3420; ENG 3430; ENG 3440; ENG 3460; ENG 3540; ENG 3560; ENG 3660; ENG 3670; ENG 3680; ENG 3710; ENG 3740 or 3750; ENG 4020; ENG 4230, 4240; ENG 4810 or 4830 or 4850; no more than two of the following: ENG 2990, 3570, 3580, 3590, 3700, and ENGS 4090-4129	18
General Electives*	32-38
	Total: 122

*Students planning to major in English should consult with the department chair prior to registering for General Education courses. Students planning to seek a teaching license for secondary English Education should meet immediately with the coordinator for English Education to help plan their program. Up to 38 elective hours are available to students who take General Education courses that meet program requirements. Students planning to seek a teaching license for secondary English Education must use 32 elective hours to meet program requirements below.

**The foreign language requirement may be met by completing 1310 and 1320, by testing into and completing 1320 only, or by testing out of both 1310 and 1320.

BACHELOR OF ARTS IN ENGLISH EDUCATION (9-12)

Coordinator: Virginia P. Jones

Upon successful completion of the program of study in English Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

COURSE REQUIREMENTS	Sem. Hrs.
Freshman Seminar and General Education	45 (36)
Specialty Area (9 semester hours of Foreign Language and 2000-level Literature may count toward General Ed)	40-46
Required Courses: ENG 3040; ENG 2050 or 2060; ENG 2230 or 2240; ENG 2470 or 2480; ENG 4570; ENGS 4xxx (numbers vary); SPE 2000 or 2010; competency in a foreign language at the 1320 course level**	
Additional Required Course Work: ENG 3460; ENG 3710; four additional courses from ENG 2010 or 2020 or 2040 or 2080 or 2090 or 2100 or 2190 or 2200; ENG 3100; ENG 3110; ENG 3120; ENG 3130; ENG 3140; ENG 3150; ENG 3160; ENG 3170; ENG 33xx; ENG 3420; ENG 3430; ENG 3440; ENG 3540; ENG 3560; ENG 3660; ENG 3670; ENG 3680; ENG 3740 or 3750; ENG 4020; ENG 4230, 4240; ENG 4810 or 4830 or 4850; no more than two of the following: ENG 2990, 3570, 3580, 3590, 3700, and ENGS 4090-4129	

Select one: JRN 1820 or 1610 or THE 1620 or ENG 2860	
Professional Studies	15
EDN 3020, 3120, 3500, 4190, SED 3000	
Content Pedagogy	18
EED 3840 (spring only), 3890 (fall only), 4490 (spring only), 4750 (spring only)	
General Electives	7-13
	Total: 122

NOTE: Students who desire teacher licensure in English Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

MIDDLE GRADES (6-9) LANGUAGE ARTS

Students majoring in Middle Grades Education (6-9) are required to complete two teaching specialty areas. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Students majoring in Middle Grades Education (6-9) with a Language Arts teaching specialty area should consult with the Coordinator of Undergraduate English Education in the Department of English, Theatre, and Languages and the Middle Grades Program Coordinator in the School of Education.

Requirements for Middle Grades Language Arts Licensure	Sem. Hrs.
Specialty Area	24
ENG 3040, 3460, and 3710	
1 of the following survey courses: ENG 2050, 2230, or 2470	
1 of the following survey courses: ENG 2060, 2240, or 2480	
3 of the following literature courses: ENG 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3420, 3430, 3440, 3540, 3560, 3660, 3670, 3680, ENGS 33xx; or 2 literature courses plus SPE 2000 or 2010 or 3580 or THE 2010	
Pedagogy	6
EED 3840, 3890	
	Total: 30

ENGLISH AS A SECOND LANGUAGE ADD-ON LICENSURE

Students can take the 6 courses (18 hours) in the program for either undergraduate or graduate credit and, upon completion of the program, can add on to either the "A" or "M" license. All courses will be offered in the late afternoon or evening, and the program can be completed within two years.

Course Requirements	Sem. Hrs.
ENG 3460, 3710, 4810, 4830, 4850; TESL 4890	18

ENGLISH: THEATRE ARTS

Students who major in Theatre Arts are required to participate in the University Theatre, a performance program housed in the Givens Performing Arts Center, which provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

Requirements for B.A. Degree in English: Theatre Arts	Sem. Hrs.
Freshman Seminar	1
General Education Program	44

Major Requirements	
Core Major Courses: SPE 2000 or 2010; ENG 3540; ENG 4570; six semester hours of foreign language [may be two languages]	15
THE 2010, 2330, 2500, 3530 or 4210, 3600, 3610; THE 1620 or 1630; THE 2620, 2630	21
Twelve hours of major courses from: THE 2630-4630, 1640, 1650, 1810, 1820, 2070, 2340, 2350, 3010, 3040, 3310, 3330, 3340, 4010, 4210, 4530, 4540; THES 3xxx	12
Electives	27
	Total: 120

SPANISH

Requirements for a Bachelor of Arts Degree in Spanish	Sem. Hrs.
Freshman Seminar	1
General Education Program	44
Required Prerequisite Courses: SPN 2310 and 2320 or SPN 2330	6
Required Courses: SPN 3110, 3120, 3610, 3620, 3700, and three courses from the following: SPN 3210, 3220, 3310, 3320	24
Spanish Electives—Four courses from those listed below: SPN 3710, 4210, 4220, 4300, 4340, 4400, 4510, 4550, 4700, SPNS 4xxx	12
General Electives	9-34
Spanish Teacher Licensure (optional; pending NCDPI approval) EDN 3020, 3100, 3500, 4190, SED 3000 SPN 3080, *4400, 4490	25
	Total: 122

*May count as a Spanish Major elective.

ACADEMIC CONCENTRATIONS IN ENGLISH AND SPANISH

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department offers an Academic Concentration in English of 24 hours. This Academic Concentration is available to other students, regardless of major.

Requirements for an Academic Concentration in English	Sem. Hrs.
1. Core Courses a. ENG 3040 b. SPE 2000 or 2010	6
2. Three 2000-level literature courses, one from each of the three areas in 2.c-2.e: c. ENG 2230 or 2240 d. ENG 2470 or 2480 e. any 2000-level literature course not taken under 2.c and 2.d: choose from ENG 2010, 2020, 2030, 2040, 2050, 2060, 2080, 2090, 2100, 2190, 2200, 2230, 2240, 2470, 2480; ENGS 2xxx	9
3. One 2000/3000-level language/writing course: choose from ENG 2780, 2790, 3460, 3700, 3710	3
4. Two 3000/4000-level courses not taken under 3 above: choose from ENG 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3420, 3430, 3440, 3460, 3540, 3560, 3660, 3670, 3680, 3700, 3710, 4570; ENGS 33xx, 4xxx (numbers vary)	6
	Total: 24

Requirements for an Academic Concentration in Spanish	Sem. Hrs.
1. Required Courses	
SPN 2310 and 2320 or SPN 2330; 3110 and 3102; 3700	15
*Choose two courses from either of the following groups:	6
SPN 3210, 3220, 3610	
SPN 3310, 3320, 3620	
2. Elective Courses: choose one course from the following:	3
SPN 3710, 4210, 4220, 4300, 4340, 4550, 4700	
	Total: 24

*SPN 4510 may be substituted for this requirement.

MINOR PROGRAMS IN ENGLISH, THEATRE, AND LANGUAGES

Each English, Theatre, and Languages Department Minor consists of 18 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in Creative Writing

Required: ENG 3040; Choose three Creative Writing courses from the following: ENG 2780, 2790, 3740, 3750, 4260, ENGS 37xx; Options for 6 additional hours (cannot duplicate courses taken to fulfill Creative Writing requirement): ENG 2780, 2790, 2860, 2870, 3540, 3560, 3660, 3670, 3680, 3710, 3740, 3750, 3860, 3870, 4260, 4860, 4870, ENGS 37xx

Options for a Minor in English

Required: ENG 3040; Options for 15 additional hours: ENG 2010, 2020, 2030, 2040, 2050, 2060, 2080, 2090, 2100, 2190, 2200, 2230, 2240, 2470, 2480, 2780, 2790, 2990, 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3250, 3420, 3430, 3440, 3460, 3540, 3560, 3570, 3580, 3590, 3660, 3670, 3680, 3700, 3710, 3740, 3750, 4020, 4230, 4240, 4260, 4500, 4570, 4810, 4830, 4850, 4890; ENGS 2xxx, 33xx, 4xxx, 4090-4129

Options for a Minor in French (not offered currently; see Department Chair.)

FRN 1320, 2310, 2320; FRN 2550, 2560; FRN 3210, 3220; FRN 3610; FRN 4510

Options for a Minor in Literature

Required: ENG 3040; Options for 15 additional hours: ENG 2010, 2020, 2030, 2040, 2050, 2060, 2080, 2090, 2100, 2190, 2200, 2230, 2240, 2470, 2480, 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3420, 3430, 3440, 3540, 3560, 3660, 3670, 3680, 4020, 4500, 4570; ENGS 2xxx, 33xx, 4xxx

Options for a Minor in Spanish

Required: SPN 2310 and 2320 or SPN 2330; SPN 3110 and 3120; Options for 6 additional hours: SPN 3210, 3220, 3310, 3320, 3610, 3620, 3700, 3710, 4510

Options for a Minor in Speech

SPE 1020, 2000, 2010, 3580; ENG 3250, 4810; THE 2010

Options for a Minor in Teaching English to Speakers of Other Languages (TESOL)

ENG 3250, 3460, 3710, 4810, 4830, 4850; TESL 4890; EDN 4080

Options for a Minor in Theatre: requires participation in 2 or more University Theatre productions

Required courses: THE 1620 or 1630, 2010, 2500 (7 hours); Choose one course from the following Technical Theatre section: THE 2330, 2340, 3330, or 3340 (3 hours); Choose one course from the following Business/History section: THE 3530, 3600, 3610, or 4210 (3 hours); Electives—Choose 5 hours from the following: THE 2620-4630; THE 1640, 1650, 1810, 1820, 2070, 2340, 2350, 3010, 3040, 3310, 3330, 3530, 3600, 3610, 4010, 4210; THES 3xxx

Options for a Minor in Writing

Required: ENG 3700 and ENG 4550 or ENGS 4090-4129; Options for 12 additional hours: ENG 2780 or 2790, 2990, 3570, 3580, 3590; JRN 2600, 3050, 3090; MCM 2400

Minor in British Studies

Refer to the Special Programs and Interdisciplinary Programs section of the catalog for a description of this program.

COURSES

ENGLISH (ENG, TESL) §NOTE: Students may satisfy the **General Education Humanities Literature** requirement by completing any one of the 14 English courses marked with **§** in the course listing that follows. Each of these courses includes critical and analytical reading, application of critical terminology and critical approaches, study of formal features of multiple genres, research about literary texts, and ways to appreciate the value of literature.

ENG 0104. Written Communication Skills

Required for students who do not pass the freshman writing sample and all students entering the College Opportunity Program. Study and practice of basic elements of the writing process with special emphasis on prewriting techniques and editing for correctness; extensive practice in short forms including sentences, paragraphs and short essays. Fall, Spring, Summer. Credit, 3 semester hours (will not count toward earned hours or graduation requirements). NOTE: Must receive "C" grade or better to progress into ENG 1050.

ENG 1020. Laboratory in Writing

In a writing laboratory environment, activities and small group workshops in the practice of written communication and composition. Fall, Spring. Pass/Fail grading. Credit, 1 semester hour. PREREQ: permission of instructor.

ENG 1050. Composition I

Practice in prewriting, organizing, drafting, revising, and editing; emphasis on personal and informative writing using various strategies appropriate to college assignments. A 1000-1500 word informative paper using written sources and a final writing portfolio are required. Fall, Spring Summer. Credit, 3 semester hours. PREREQ: Passing grade on the freshman writing sample or "C" grade or better in ENG 0104.

ENG 1060. Composition II

Practice in critical reading in the disciplines; research skills using various writing strategies, with an emphasis on analysis and argumentation. A 2000-3000 word argumentative/ persuasive research paper and a final writing portfolio will be required. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

ENG 1910. Spelling

A review of major spelling rules in English, with special attention to particular words that often give difficulty. Attention to techniques to aid memorization of particular problem words. Fall. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENG 1920. Vocabulary Building

A study of methods of vocabulary enrichment (such as association by sound, appearance, meaning, and knowledge of common root, prefix/suffix meanings). Specific words are studied. Fall. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENG 1930. Pronunciation

An intensive course to improve students' competence and confidence in oral use of language. Word attack skills and specific problem words included. Fall. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENG 1940. English Usage
Intensive review of parts of speech and their use in the sentence. Study of punctuation forms. Analysis of verb problems and errors that obscure meaning or distract readers. Spring. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENG 1950. Sentence Mastery
Practice in imitating various sentence structures to add variety and impact to writing. Spring. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENG 1960. Punctuation
Study of specific punctuation rules and their application, with particular emphasis on commas, semicolons, and apostrophes. Spring. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2010. Southern Literature
A survey of literature by writers from the Southern part of the United States. Readings may include novels, short fiction, and poetry by authors such as Faulkner, O'Connor, Welty, Hurston, and McCarthy. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2020. Contemporary Literature
A survey of literature from 1945 to the present, introducing students to trends and major developments in fiction, poetry, and drama. Authors may include Ginsberg, Atwood, Beckett, Stoppard, Walcott, Mahfouz, Oe, and Fuentes. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2030. Literary Genres
Study of basic structure or elements of the various genres of literature including poetry, prose fiction, and drama. Readings include works of major British, American, and world literature authors. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENG 2040. Mythology of All Peoples
A study of mythic motifs and themes in oral and early written literature, including Asian, African, and American Indian, as well as Greco-Roman and Teutonic-Norse literature; development of mythic traditions in early and modern societies. As Announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2050. World Literature Before 1660
A survey of western and non-western literature from the beginnings through the Renaissance considered within the cultural epochs of their creation, including the Classical Period, the Middle Ages, and the Renaissance. Readings may include *Gilgamesh*, *The Ramayana*, and selections from authors such as Homer, Ovid, Confucius, Dante, Montaigne, and Cervantes. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2060. World Literature After 1660
A survey of western and non-western literature from the Enlightenment through the Twentieth Century considered within the cultural epochs of their creation, including the Enlightenment, Romanticism, Realism, Modernism, and the contemporary world. Authors may include Moliere, Goethe, Kafka, Camus, Achebe, and Garcia Marquez. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2080. Women's Literature
A survey of literature written by women of diverse periods and backgrounds, introducing students to a variety of genres and trends in women's literature. Authors may include Wollstonecraft, Fuller, Woolf, Brooks, Rich, Kingston, and Kincaid. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2090. Literature and Film

A survey of the relationships between literary texts and films with emphasis on film adaptations; includes methods of analysis, discussion of theory, process, reception, and the cultural contexts of the works considered. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2100. African American Literature

A survey of African American literature, introducing students to genres, trends, and major periods of African American literature, ranging from 18th- and 19th-century autobiographies and narratives to 20th-century works. Authors may include Douglass, Morrison, Wright, and Toomer. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2190. Latino Literature

A survey of literature by writers of Latin American heritage writing in English. This course examines the experience and dilemmas of Mexicans, Cubans, Puerto Ricans, Dominicans, and other established and immigrant US Hispanic/Latino groups by studying recent writers and filmmakers, including an examination of the media images of Latinos. Topics include essentialism, biculturalism, marginality, transculturation, and acculturation. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2200. Native American Literature (AIS 2200)

A survey of literature produced by Native Americans. The course will cover fiction and poetry, and close attention will be paid to historical contexts and themes central to the understanding of Native American literature. Authors may include Momaday, Silko, Hogan, Vizenor, Welch, and Erdrich. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2230. American Literature Before 1865

A survey of notable authors and literary movements from the period preceding and including the Civil War. Readings may include nonfiction, poetry, short fiction, and at least one novel. Authors may include Bradstreet, Poe, Emerson, Douglass, and Dickinson. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2240. American Literature Since 1865

A survey of notable authors and literary movements between the end of the Civil War and the present. Readings may include nonfiction, poetry, drama, short fiction, and at least one novel. Authors may include Twain, Chopin, Faulkner, Hughes, and Walker. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2470. British Literature Before 1790

A survey of British literature from the Anglo-Saxon through the Neo-Classical in several genres. Readings may include *Beowulf* and works by authors such as Chaucer, More, Spenser, Shakespeare, Jonson, Milton, Swift, Defoe, and Behn. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

§ENG 2480. British Literature After 1790

A survey of British literature from the Romantics to the contemporary, including Colonial and Post-Colonial literatures in several genres. Authors may include Blake, Wordsworth, Shelley, the Brontes, Hopkins, Yeats, Joyce, Pinter, Amis, Coetze, Rushdie, and Naipaul. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENG 2780. Writing Poetry I

An introduction to the principles and techniques of writing poetry. Workshop format. Fall. Credit, 3 semester hours.

ENG 2790. Writing Fiction I
An introduction to the principles and techniques of writing fiction. Workshop format. Spring. Credit, 3 semester hours.

ENG 2860, 2870, 3860, 3870, 4860, 4870. Literary Magazine Production
This course provides experience in the details of producing a literary publication and in using desktop publishing software through work on the UNCP student literary magazine, *The Aurochs*. Activities will include layout design, artwork selection and cropping, editing, typesetting, and general production work. Pass/Fail grading. Spring. Credit, 1 semester hour each.

ENG 2900. Film and New Media Criticism
A study of film history and theory focusing on the development of New Media. Topics include theory in early Russian cinema, avant-garde and surrealist film of the 1920s, *cinema vérité* of the 1960s, the Dogma 95 group, the uses of digital film, computer-generated imagery (CGI), and a discussion of nonsequential, multilinear, and interactive narratives. The emphasis in the course will be on defining and responding critically to New Media. As announced. Credit, 3 semester hours.

ENG 2990. Writing Center Theory and Practice
An introduction to Writing Center theory and practice using readings, classroom discussion, observation, role-playing, and supervised tutoring practice. Fall. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

ENG 3040. Principles of Literary Study
Required of all English majors. Preparation for the study of literature, including literary terminology, methods of literary research, writing about literature, overview of literary theories, and use of technology in literary studies. Fall, Spring. Credit, 3 semester hours. PREREQ: Highly recommended during the first term of English major, minor, or concentration study.

ENG 3100. The Harlem Renaissance
In-depth study of major writers and genres of the Harlem Renaissance in its intellectual, cultural, and historical contexts. Writers may include Alain Locke, Langston Hughes, Countee Cullen, Jean Toomer, and Zora Neale Hurston. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3110. Medieval British Literature
A critical study of selected British Literature from the Anglo-Saxon period through the early Tudor era. May include such genres as heroic, courtly, hagiographical, and mystical literature, and such authors as the Beowulf-poet, the Gawain-poet, Chaucer, Langland, and Kempe. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3120. Early Modern British Literature
A critical study of British Literature from Skelton to Milton; particular focus on the Elizabethan era. May include such genres as the lyric, the sonnet sequence, the romantic epic, prose fiction, drama, and poetic theory, and such authors as Spenser, Sidney, and Shakespeare. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3130. American Transcendentalist Period
A critical study of selected mid-nineteenth century American literature whose themes include questions about good, evil and the presence of the infinite in creation; the dignity of human beings and their potential for self-development; the efficacy of political reform and the individuals place in society. Authors studied may include Emerson, Stowe, Hawthorne, Douglass, Fern, Thoreau, Warner, Melville, Whitman, and Longfellow. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3140. American Realism and Naturalism
A critical study of two closely related literary movements, realism and naturalism, as they emerged and evolved in the United States in the second half of the nineteenth century. We will seek to understand both the theory and the practice of these influential movements as we explore their historical context, contemporary and modern criticism, and literary works by the authors such as Mark Twain, Henry James, Stephen Crane, and others. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3150. British Romantic Literature
A critical study of selected literature of the Romantic period in Britain, covering representative authors and texts of fiction, poetry, and nonfiction prose, with an emphasis on poetry. The course examines Romantic literature in relation to social and cultural contexts, including political theory and revolutions, the Romantic hero, aesthetic and poetic theories, and artistic representations of nature and the imagination. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3160. Victorian Literature
A critical study of selected literature of the Victorian period, covering representative authors and texts of fiction, poetry, and non-fiction prose. The course examines Victorian literature in relation to social and cultural contexts, including industrialization, social class and social reform, roles of women and children, religion, and science, monarchy and empire, and conditions of literary publication. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3170. Post-Colonial Literature
A critical study of selected literature written in English from regions in the former British empire, such as Africa, the Caribbean, the Indian Subcontinent, and South-East Asia,, covering representative authors and texts of fiction, poetry, and non-fiction prose. The course examines the literature in relation to historical, cultural, and social contexts especially those concerning British colonialism and the fall of empire in the last century, the establishment of new national identities, and issues such as hybridity, transnationalism, ethnicity and indigeneity, and feminism. Authors studied may include Chinua Achebe, Ama Aidoo, Tsitsi Dangarembga, Jamaica Kincaid, Naguib Mahfouz, Arundhati Roy, Salman Rushdie, and Hanan Al-Shaykb. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3250. Language in Society
A sociolinguistic study of language including the nature of variation in language (varieties, dialects, and registers), language and gender, language and culture, and the politics of language. As announced. Credit, 3 semester hours.

ENG 3420. The British Novel
A critical study of the English novel from the eighteenth century to the present, with emphasis on social history and narrative technique. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor; ENG 2470 or ENG 2480 recommended.

ENG 3430. The American Novel
A critical study of the American novel from its inception to the present, with emphasis on social history and narrative technique. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor; ENG 2230 or ENG 2240 recommended.

ENG 3440. The Native American Novel (AIS 3440)
A critical study of the Native American Novel from its inception to the present, with emphasis on social, political, and cultural history. Particular attention will be paid to the narrative techniques of these authors with a focus on the relationship between oral traditions and the form of the novel. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3460. Aspects of the English Language
An introduction to the English language including applied study of such topics as the history of the language and its acquisition, dialects, semantics, lexicography, phonology, orthography, grammatical systems, and standards of modern English usage. Fall, Spring. Credit, 3 semester hours.

ENG 3540. Modern Drama
A study of selections from the drama of the Western world of the nineteenth and twentieth centuries. Spring of odd years. Credit, 3 sem. hrs. PREREQ: ENG 304 or permission of instructor; six semester hours of 2000-level literature.

ENG 3560. Modern Fiction
A study of the short story, short novel, and novel in the twentieth century. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3570. History of Rhetoric
Study of the history and theory of rhetoric from classical to modern periods. As announced. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

ENG 3580. Professional Writing
Study of the history, theory, and practice of professional and technical writing. Topics might include audience analysis, research methods, visual rhetoric, culture of the workplace, and collaboration. Writing genres might include résumés, application letters, memoranda, proposals, formal reports, manuals, and others. As announced. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

ENG 3590. Creative Nonfiction
Reading and writing of creative nonfiction, including memoir, personal essay, biography, and literary journalism. As Announced. Credit, 3 semester hours. PREREQ: "C" or better in ENG 2780 or 2790.

ENG 3660. Modern Poetry
A study of poetry with emphasis on British and American writers. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3670. Contemporary Fiction
A critical study of selected works of fiction from post-World War II to the present, covering representative authors of the short story, novella, and novel. The course examines contemporary friction in relation to social and cultural contexts, with particular attention to modernism, postmodernism, and narrative technique. Readings include works of recent American, British, and World writers, such as Martin Amis, Margaret Atwood, Ralph Ellison, Louise Erdrich, Cormac McCarthy, Toni Morrison, Vladimir Nabokov, Thomas Pynchon, Marilynne Robinson, and Salman Rushdie. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3680. Contemporary Poetry
A critical study of selected works of poetry from post-World War II to the present, covering American, British, and World writers representing the stylistic, thematic, and cultural diversity so apparent in late twentieth-century and early twenty-first-century poetry. The course examines contemporary poerry in relation to social and cultural contexts, with particular attention to modernism, postmodernism, and new forms and modes of expression. Poets studied may include John Ashbery, A.R. Ammons, Amiri Baraka, Elizabeth Bishop, Rita Dove, Allen Ginsberg, Seamus Heaney, Lyn Hejinian, Ted Hughes, Robert Lowell, and Sylvia Plath. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3700. Advanced Composition
An upper-division academic writing course for students majoring in the arts, humanities, and sci-

ences, especially those anticipating graduate level and professional writing demands. As announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENG 3710. English Grammar
A thorough review of traditional grammar, discussions of sentence patterns, transformations, and both old and new diagram forms included. Fall, Spring. Credit, 3 semester hours.

ENG 3740. Writing Poetry II
An advanced workshop in writing poetry, building on fundamentals covered in the introductory course and emphasizing manuscript preparation and submission. As announced. Credit, 3 semester hours. PREREQ: ENG 2780 or permission of instructor.

ENG 3750. Writing Fiction II
An advanced workshop in writing fiction, building on fundamentals covered in the introductory course and emphasizing manuscript preparation and submission. As announced. Credit, 3 semester hours. PREREQ: ENG 2790 or permission of instructor.

ENG 3990. Practicum in Composition Tutoring
A supervised practicum of working as a writing assistant in an appropriate University setting or with students from area schools. Credit, 1-2 semester hours. Maximum, 4 semester hours.

ENG 4020. Literary Criticism
History of literary criticism and study of postmodern theories of reading such as feminist, Marxist, and reader-response criticism, structuralism, and deconstruction. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 4230, 4240. Special Topics in American English
A study of announced topics in American English. Possible topics include issues in linguistics, grammar, literacy, varieties of English, media and language, Literary Journalism and American English as a global force. As Announced. Credit, 3 semester hours.

ENG 4260. Creative Writing Workshop
This course will normally be taught by visiting writers and may be repeated for credit. Offered when circumstances warrant. Credit, 1-3 semester hours; maximum 6 semester hours. PREREQ: ENG 3740 or ENG 3750 or permission of Department Chair.

ENG 4500. Seminar in American Indian Literature (AIS 4500)
A study of selected topics in American Indian literature. As Announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

ENG 4510. Study Tour Abroad in Britain.
A trip designed to acquaint students with various aspects of British life and civilizations through visits to places of literary, historical, and cultural interest. As Announced. Credit, 2-7 semester hours. PREREQ: Permission of instructor.

ENG 4550. Directed Studies Seminar
An independent study project culminating the student's sequence of studies with a substantive research project resulting in major paper or comparable original work. The project is designed by the student and his/her research director. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: Consent of instructor.

ENG 4570. Shakespeare
An introduction to the Elizabethan Theatre, a study of Shakespeare's career as a dramatist, and a critical survey of a number of major plays—histories, comedies, and tragedies. Fall. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor; ENG 2470 recommended.

ENG 4810. Phonetics and Phonology
A study of the speech sounds that occur in the languages of the world will cover physiological properties of the speech producing apparatus, phonetic transcription using the international phonetic alphabet, and both theoretical and applied study of phonological patterns. Fall of odd-numbered years. Credit, 3 semester hours.

ENG 4830. Second Language Acquisition
An in-depth study of both theoretical issues in second language acquisition and the practical application of theory in the ESL classroom, including learning styles and strategies; the importance of affective factors and socio-cultural factors in language learning; contrastive analysis, interlanguage, and error analysis; and communicative competence. Spring of even-numbered years. Credit, 3 semester hours.

ENG 4850. Cultural Issues of English as a Second Language
A study of important cultural issues relevant to the teaching and learning of English as a second language, including bilingualism, differences in cultural patterns of perception and thinking, differences in what is considered appropriate student behavior and appropriate teacher behavior in a variety of cultures, and cultural differences expressed in verbal and non-verbal behavior. The importance of understanding and taking into account the cultural backgrounds of students in the teaching of ESL and the importance of teaching American culture as a part of ESL will also be considered. Fall of even-numbered years. Credit, 3 semester hours.

TESL 4890. Applied Pedagogy of Teaching English as a Second Language
Following a review of the pedagogical fundamentals grounded in cognitive, affective, and linguistic principles of second language acquisition, this course will focus on the practical realities of the language classroom, including curriculum development, lesson planning, evaluation of students and programs, and classroom management. Spring of odd-numbered years. Credit, 3 semester hours. PREREQ: ENG 3460, 3710, 4810, 4830, 4850.

ENGS 2xxx (Numbers will vary). Studies in Literature
Study of a specific genre or topic in world literature: its characteristics and significance as both a cultural product and a form of literary expression. Title and topic will vary from year to year. As announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENGS 33xx (Numbers will vary). Special Topics in Literature
A critical study of a specific literary period, genre, or topic. Title and topic will vary from offering to offering. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENGS 37xx (Numbers will vary). Special Topics in Creative Writing
A creative writing course emphasizing in-depth study of a specific genre or topic. Workshop format. As announced. Credit, 3 semester hours. PREREQ: ENG 2780 or 2790.

ENGS 4090-4129 (Numbers will vary). Special Topics in Composition and Rhetoric
Intensive study of a theme or issue in composition, rhetoric, or professional writing. May be repeated as subject matter changes. As Announced. Credit, 3 semester hours. PREREQ: One previous writing course at the 3000 level or above.

ENGS 4xxx (Numbers will vary). Seminar in Literature
Study in a small group setting of particular figures or topics in British, American, or World Literature. As part of the seminar experience, each student must make presentations, contribute to class discussion, and write an extended essay incorporating library sources. As announced. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor; upper-division standing in the University.

ENGLISH EDUCATION (EED)

For a description of English Education programs, see above or consult the Coordinator of Undergraduate English Education.

EED 3840. Literature and Reading for Adolescents (6-12): Methods and Materials

A survey of literature and reading for adolescents, grades 6-12, incorporating varied methods of approaching and assessing the study of literature and managing the reading program within pluralistic classrooms. Experiences include classroom presentations in various literary genres, activities appropriate for students with advanced or deficient reading skills, and classroom observations (~~15~~ 10 hours). Spring. Credit, 3 semester hrs.

EED 3890. The Teaching of Writing and Speech (6-12): Methods and Materials

Preparation for teaching oral and written communications skills in the middle and secondary schools. Study and application of principles, terminology, materials, and strategies for teaching and assessing writing and speech within an integrated language arts curriculum. Experiences include writing workshops, unit and lesson planning, oral presentations, technology applications, and observing and assisting in the Writing Center and in writing and speech classrooms (15 hours). Fall. Credit, 3 semester hours. PREREQ: EED 3840.

EED 4020. Methods of Teaching Dramatic Literature and Performance

Purposes, methods, materials, and evaluation procedures in the area; directed observation in the secondary school; preparation of teaching plans and materials. As Announced. Credit, 3 semester hours. PREREQ: THE 3040 recommended.

EED 4490. Internship for Secondary English Education

Provides relevant intensive full-semester internship experiences in off-campus public school setting or settings Requires a continuous full-time teaching experience in secondary English. Pass/Fail grading. Spring. Credit, 9 semester hours. PREREQ: admission to professional semester.

EED 4750. Professional Seminar in Secondary English Education

Philosophy of English curricula and purposes of Standard Course of Study; applications in concrete teaching situations of appropriate methods and materials of instruction and assessment procedures; reflection on teaching practice. Seminar designed to parallel the full-semester internship/teaching experience in English Education (EED 4490). Spring. Credit, 3 semester hours. PREREQ: admission to professional semester.

SPEECH (SPE)

SPE 1020. Fundamentals of Voice and Diction

Introduction to the fundamentals of voice and diction for the beginning student. The course consists of practical exercises designed to introduce the student to General American Speech. Fall, Spring, Summer. Credit, 3 semester hours. NOTE: Upon earning 60 credit hours, a student must either have satisfied the speech requirement through testing, have taken SPE 1020, or be registered for SPE 1020 in the following semester.

SPE 2000. Interpersonal Communication

Interpersonal communication behaviors that influence interpersonal relationships. Emphasis on developing personal skills and attitudes in one-to-one relationships and small groups. Fall, Spring. Credit, 3 semester hours.

SPE 2010. Fundamentals of Speech

Study of the principles and skills involved in creating and delivering effective speeches, and preparation and presentation of individual and small group speeches. Fall, Spring. Credit, 3 semester hours.

SPE 3580. Discussion and Debate

An exploration of various discussion techniques, including parliamentary procedure, where the essentials of argumentation will be explained and practiced. As Announced. Credit, 3 semester hours.

THEATRE (THE)

THE 1620, 1630. Play Production

An introduction to the practices of theatre production, including: the plan and function of the physical facility; safety procedures in the scene shop and on stage; appropriate use of both power and hand tools, stage rigging, lighting and sound equipment; and the relationship of all of these to a production. Fall, Spring. Credit, 1 semester hour each.

THE 2620, 2630; 3620, 3630; 4620, 4630. Play Production

A graded laboratory experience in a specific area of the theatre as defined by a contract with a specific faculty member in either the performance or technical support areas of the University Theatre. The signed contract will specify the function of the student and be supervised by a faculty member. Fall, Spring. Credit, 1 semester hour each. PREREQ: THE 1620 or 1630.

THE 1640. Stage Make-Up

Theory and practice in the application of make-up for the stage using practical make-up application for class exercises. Spring of alternate years. Credit, 1 semester hour.

THE 1650. Stage Costumes

Principles and theories of costume design and construction for theatrical productions. Fall of alternate years. Credit, 1 semester hour. PREREQ: THE 1620 or 1630.

THE 1810. Stage Dance I (PED 1810)

Basic dance technique for the stage. Fall of alternate years. Credit, 1 semester hour. PREREQ: Permission of instructor.

THE 1820. Stage Dance II (PED 1820)

Basic dance technique for the stage. Spring of alternate years. Credit, 1 semester hour. PREREQ: THE 1810

THE 2010. Acting I: Fundamentals

Introduction to fundamental acting concepts, including the understanding of self-expression and understanding dramatic texts in terms of goals, obstacles and action. Acting processes are explored through classroom exercises and scene work. Fall, Spring. Credit, 3 semester hours.

THE 2070. Stage Combat

Introduction to staged violence, armed and unarmed combat. Permission of Instructor required. PREREQ: THE 1810. Fall of alternate years. Credit, 1 semester hour.

THE 2330. Stagecraft

Study of theories and techniques used in creating a stage environment. Students will participate in various aspects of production as a practical supplement to classroom lectures. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 1620 or 1630.

THE 2340. Scene Painting

Development of basic and advanced skills in scenic painting techniques through studio projects. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 1620 or 1630.

THE 2350. Stage Management

Theory and practice of stage management in Broadway, regional, community, and educational theaters. To include the stage manager's responsibilities during rehearsals as well as during performances. Spring of alternate years. Credit, 1 semester hour. PREREQ: THE 1620 or 1630.

THE 2500. Introduction to Theatre

Introduction to both theatre practice and literature; survey of artists of the theatre and dramatic literature from Ancient Greece to the present. Fall, Spring. Credit, 3 semester hours.

THE 3010. Acting II: Characterization
Continued development in areas previously explored. Emphasis on the actor's instrument, including: appearance, speech and movement capabilities, emotional depths, intelligence, mind-body combination, sense of timing, sense of drama and presentational skills. These areas are explored through classroom exercises and scene and monologue work. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 2010.

THE 3040. Creative Drama
Principles and practices of organizing and directing creative drama and children's theatre activities in the classroom and in the community. As Announced. Credit, 3 semester hours. PREREQ: THE 2010 recommended.

THE 3170. Dialects for the Stage
An overview of regional American and international geographically-specific speech dialects. A series of written, recorded, and oral assignments will provide students with the ability to master specific dialects for performance on stage or film. Credit, 1 semester hour. PREREQ: THE 2010.

THE 3310. Play Direction
Study of the theory and practice of directing for the theatre; classroom theory supported by individual experience in selection and analysis of scripts, casting, rehearsal, and production. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 1620/1630; THE 2010 or permission of instructor.

THE 3330. Lighting
Theories and principles of lighting design for theatrical productions. Conceptualization, communication, and execution of design ideas through script analysis, light studies, light plots, and related projects. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 2330 recommended. PREREQ: THE 1620 or 1630.

THE 3340. Scene Design
Theory and principles of scene design for the stage. Conceptualization and communication of design ideas through renderings, models, and technical drawings. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 1620 or 1630; THE 2330 recommended

THE 3530. Theatre Management
Theory and practice of theatre management objectives including: theatre organization, season, budget, schedule, personnel, publicity, box office, and house management. As Announced. Credit, 3 semester hours.

THE 3600. History of the Theatre: The Beginnings to 1642
Study of the theatre, both its physical form and literature from the beginnings to 1642. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 2500 or permission of instructor.

THE 3610. History of the Theatre: 1642 to the Present
Study of the theatre, both its physical form and literature from 1642 to the present. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 2500 or permission of instructor.

THE 4010. Acting III: Styles
Continued development in areas previously explored. Emphasis on auditioning skills, including: developing initial skill in the understanding of how to audition, cold and prepared readings, period styles and developing initial skill in the understanding and expression of formal/heightened language and movement. Alternate Spring. Credit, 3 semester hours. PREREQ: THE 3010.

THE 4210. Performing Arts Administration
Studies in fiscal, administrative, and legal principles of management as they apply to the performing arts. As Announced. Credit, 3 semester hours.

THE 4530. Directed Practicum in Advanced Theatre Problems I

Credit is earned by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Fall, Spring, Summer. Credit, 1-3 semester hours. PREREQ: Declared junior or senior major, 3.0 grade point average in major, and permission of instructor.

THE 4540. Directed Practicum in Advanced Theatre Problems II

Credit is earned by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Fall, Spring, Summer. Credit, 1-3 semester hours. PREREQ: Declared junior or senior major, 3.0 grade point average in major, and permission of instructor.

THES 3xxx. Special Topics in Theatre

An in-depth study of a selected topic in theatre or drama determined by the expertise of the instructor and the interests of the students. As Announced. Credit, 1-3 semester hours each. PREREQ: THE 1620 or 1630 or permission of instructor.

FOREIGN LANGUAGES (FRH, GER, ITL, SPN, XXX)

A student presenting two or more units in a high school language course and wishing to continue the study of that language should, after having satisfactorily passed a review of proficiency in the language, register in the course for which the student is qualified.

FRENCH (FRH)

FRH 1310, 1320. Elementary French I, II

The sequence of 1310-1320 introduces French grammar and vocabulary and some aspects of French culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

FRH 2310, 2320. Intermediate French I, II

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to French civilization and literature. As Announced. Credit, 3 semester hours. PREREQ: FRH 1310, 1320 or two units of high school French.

FRH 2550, 2560. French Conversation and Composition

Intensive practice in aural-oral French, based on French literature and civilization subject matter; further study of grammar, vocabulary, and idiom; further training in formal and free composition. As Announced. Credit, 3 semester hours.

FRH 3210, 3220. Study of French Literature

Masterpieces of French literature from the beginning to the present as an outgrowth of French history and civilization. As Announced. Credit, 3 semester hours. PREREQ: FRH 2310, 2320 or permission of instructor.

FRH 3610. French Civilization and Culture

A course designed to give students a better understanding of the history and civilization of France and other French-speaking countries and to increase their knowledge of the general French culture. As Announced. Credit, 3 semester hours. PREREQ: FRH 2310 or its equivalent.

FRH 4510. Study Abroad: Study Tour in France

A trip designed to acquaint students with various aspects of French life and civilization through visits to places of historical and cultural interest. As Announced. Credit, 2-7 semester hours. PREREQ: Consent of instructor.

GERMAN (GER)

GER 1310, 1320. Elementary German I, II

The sequence of 1310-1320 introduces German grammar and vocabulary and aspects of German culture. Aural comprehension, speaking, and writing are stressed in that order. As Announced. Credit, 3 semester hours.

GER 2310, 2320. Intermediate German I, II

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to German civilization. As Announced. Credit, 3 semester hours each. PREREQ: GER 1310, 1320 or 2 units of high school German.

ITALIAN (ITL)

ITL 1310, 1320. Elementary Italian I, II

The sequence 1310-1320 introduces Italian grammar and vocabulary and aspects of Italian culture. Aural comprehension, speaking, and writing are stressed in that order. As Announced. Credit, 3 semester hours each.

SPANISH (SPN)

SPN 1310, 1320. Elementary Spanish I, II

The sequence 1310-1320 introduces Spanish grammar and vocabulary and some aspects of Spanish culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

SPN 2310, 2320. Intermediate Spanish I, II

The sequence 2310-2320 develops increased competence in aural comprehension, speaking, reading, and writing and reviews Spanish grammar. Fall, Spring. Credit, 3 semester hours. PREREQ: SPN 1310, 1320; two units of high school Spanish; or permission of instructor.

SPN 2330. Spanish for Heritage Speakers

An intensive review of the Spanish language designed for students with extensive cultural background in the target language. Available to non-native speakers who have an extensive foreign language background. Credit, 6 semester hours. PREREQ: Permission of instructor.

SPN 2990. Spanish Phonetics and Pronunciation

Students planning to major in Spanish or receive teacher licensure in Spanish will be advised whether they need to take this course, after completing one semester of Spanish. May be taken up to three times for credit. Pass/Fail grading. Credit, 1 semester hour.

SPN 3080. Spanish Education Field Experience

Early field experiences for the Spanish education major providing observation and instructional experiences in a variety of educational settings. Development of lesson plans and instructional activities in response to the unique features of learning environments. Fall. Credit, 1 semester hour. PREREQ: SPN 2320, SPN 2330, or permission of instructor.

SPN 3110. Spanish Composition and Review of Grammar

Intensive practice in task-oriented compositions and comprehensive review of grammatical forms and usage. Fall. Credit, 3 semester hours. PREREQ: SPN 2310 and SPN 2320; SPN 2330; or permission of instructor.

SPN 3120. Spanish Conversation

Development of oral communication skills. Emphasis on use of language in everyday situations, vocabulary growth, listening comprehension, and correctness in grammar. Spring. Credit, 3 semester hours. PREREQ: SPN 2310 and SPN 2320; SPN 2330; or permission of instructor.

SPN 3210. Survey of Spanish-American Literature I

Masterpieces of Latin American literature from Colonization to Romanticism as an outgrowth of Latin American history and civilization. Fall. Credit, 3 semester hours. PREREQ: SPN 2320 or permission of instructor.

SPN 3220. Survey of Spanish-American Literature II

Masterpieces of Latin American literature from Post-Romanticism to the present as an outgrowth of

Latin American history and civilization. Spring. Credit, 3 semester hours. PREREQ: SPN 2320 or permission of instructor.

SPN 3310. Survey of Literature of Spain I
Masterpieces of Spanish literature from Middle Ages to Golden Age as an outgrowth of Spanish history and civilization. Fall. Credit, 3 semester hours. PREREQ: SPN 2320 or permission of instructor.

SPN 3320. Survey of Literature of Spain II
Masterpieces of Spanish literature from the eighteenth, nineteenth and twentieth centuries as an outgrowth of Spanish history and civilization. Spring. Credit, 3 semester hours. PREREQ: SPN 2320 or permission of instructor.

SPN 3610. Civilization and Culture of Spanish America
A course designed to give students a better understanding of the history and civilization of Spanish America and to increase their knowledge of general Hispanic cultures. Fall. Credit, 3 semester hours. PREREQ: SPN 2320 or SPN 2330 or permission of instructor.

SPN 3620. Civilization and Culture of Spain
A course designed to give students a better understanding of the history and civilization of Spain and to increase their knowledge of general Hispanic culture. Spring. Credit, 3 semester hours. PREREQ: SPN 2320 or SPN 2330 or permission of instructor.

SPN 3700. Advanced Grammar and Composition
Refinement of Spanish writing skills through exercises which enhance control of grammar, expand vocabulary, and promote greater awareness of rhetoric and critical reading. Credit, 3 semester hours. PREREQ: SPN 3110 and SPN 3120 or permission of instructor.

SPN 3710. Business Spanish
Spanish as applied to business skills such as letter writing, making reservations, billing, ordering, and using the metric system. Credit, 3 semester hours. PREREQ: SPN 3110 and SPN 3120 or permission of instructor.

SPN 4210. Studies in Spanish-American Prose Fiction
A study of representative 20th century novels and short stories by Spanish-American writers. Credit, 3 semester hours. PREREQ: SPN 3700 or permission of instructor.

SPN 4220. Studies in Spanish-American Theatre and Poetry
A study of Spanish-American drama and poetry, with emphasis on the 20th century. Credit, 3 semester hours. PREREQ: SPN 3700 or permission of instructor.

SPN 4300. Topics in Medieval, Renaissance, and Golden Age Literature
The literary works of Spain from the time of El Cid (XII century) to Calderón de la Barca (XVII century). Credit, 3 semester hours. PREREQ: SPN 3700 or permission of instructor.

SPN 4340. Contemporary Literature of Spain
The main developments of Spanish literature from approximately the outbreak of the Civil War in 1936 to present. Credit, 3 semester hours. PREREQ: SPN 3700 or permission of instructor.

SPN 4400. Methods of Teaching Spanish
Theory and applied methods and materials and evaluation procedures for teaching foreign languages in grades K-12. May count as Spanish major elective. Credit, 3 sem. hours. PREREQ: SPN 3700.

SPN 4490. Internship for Spanish Education
Provides relevant intensive full-semester internship experiences in off-campus public school setting or settings. Requires a continuous full-time teaching experience in K-12 Spanish. Pass/Fail grading. Credit, 9 semester hours. PREREQ: Admission to professional semester.

SPN 4510. Study Abroad

A trip designed to acquaint students with various aspects of Latin American or Spanish life and civilization through visits to places of historical and cultural interest. As Announced. Credit, 2-7 semester hours. PREREQ: Consent of instructor.

SPN 4550. Directed Study in Spanish

Involves investigation under faculty supervision beyond what is offered in existing courses. Credit, 3 semester hours. PREREQ: Overall GPA of at least 3.00; junior or senior standing; and permission of instructor, Department Chair, and Dean.

SPN 4700. Spanish Applied Linguistics

An introduction to Spanish linguistics: a diachronic study of the phonological, morphemic, syntactical, semantic aspects of Spanish; dialectical and sociolectal differences in present-day Spanish. Credit, 3 semester hours. PREREQ: SPN 3700 or permission of instructor.

SPNS 4xxx. Special Topics in Hispanic Studies

Selected topics related to language, literature, film, or culture of Spain or Spanish America. Title and topic may vary from year to year. Credit, 3 semester hours. May be repeated for a maximum of 6 credits with change of topic. PREREQ: SPN 3700 or permission of instructor.

OTHER FOREIGN LANGUAGES (XXX)

These courses offer students the opportunity to study a foreign language not otherwise offered in the regular UNCP curriculum.

XXX 1310, 1320. Introductory Foreign Language Study

The sequence 1310-1320 introduces the grammar and vocabulary of the language, with attendance to some aspects of the related culture. Aural comprehension, speaking, reading, and writing are stressed in that order. As announced. Credit, 3 semester hours each.

XXX 2310, 2320. Intermediate Foreign Language Study

The sequence 2310-2320 develops increased competence in aural comprehension, grammar, translation, and composition. As announced. Credit, 3 semester hours each. PREREQ: Completion of the 1310-1320 sequence or two high school units of the specified language.

XXXS 3000. Special Topics in Foreign Language Study

In-depth study of specific topics in a foreign language, including culture, literature, linguistics, or film. Taught exclusively in the foreign language. As announced. Credit, 3 semester hours. PREREQ: Completion of at least 4 semesters in the foreign language in which the course is taught, or permission of instructor.

GRADUATE COURSES

For information about courses leading to a Master of Arts (M.A.) or Master of Arts in Teaching (M.A.T.) in English Education, see the School of Graduate Studies section of this catalog.

GEOLOGY AND GEOGRAPHY

Chair: Martin B. Farley

Dennis J. Edgell Nathan Phillippi Preston Lee Phillips
Thomas E. Ross

Geography and Geology courses provide the scientific foundation for the investigation and understanding of the physical and cultural environments of the Earth and their interactions. Geography provides the basis for measurement of the physical world, the role of humankind as inhabitant of the dynamic Earth, and the spatial variation of human activity. Geology provides the basis for investigation and understanding of the Earth itself.

The curriculum of the Department of Geology and Geography is designed to fulfill multiple needs of students in learning about this dynamic environment. The main purposes are to provide 1) courses that help all students fulfill General Education requirements; 2) courses for students seeking North Carolina Teacher Licensure in Science and Middle Grades Education; and 3) courses to broaden the knowledge of students majoring in other disciplines. Courses in Geography can be used to meet General Education requirements in Social Sciences. Courses in Geology can be used to meet General Education requirements in Natural Sciences and Mathematics.

Although the department does not offer a major in either geology or geography, students in any major can minor in these fields. Students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education may choose an academic concentration in either Geology or Geography.

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12)

Coordinator: Rachel McBroom, Biology Dept.

Upon successful completion of the program of study in Science Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology Concentration:	62
See Biology Dept. for listing of course requirements.	
Chemistry Concentration:	62
See Biology Dept. for listing of course requirements.	
Earth Science Concentration:	62
See Biology Dept. for listing of course requirements.	
Physics Concentration:	62
See Biology Dept. for listing of course requirements.	
Professional Studies	15
EDN 3020, 3120, 3500, 4190, SED 3000	
Content Pedagogy	18
SCE 3000, 3010, 4000, 4490	
CSC 4050	
Biology, Chemistry, Earth Science, or Physics Concentration Total:	128

NOTE: Students who desire teacher licensure in Science Education should declare the major as soon as possible in their college career. Consultation with the Coordinator of Undergraduate Science Education in the Department of Biology prior to registering for General Education courses is strongly recommended.

LICENSURE IN SCIENCE FOR MIDDLE GRADES EDUCATION (6-9)

Students majoring in Middle Grades Education (6-9) are required to complete two teaching specialty areas. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Students majoring in Middle Grades Education (6-9) with a Science teaching specialty area should consult with the Coordinator of Undergraduate Science Education in the Department of Biology and the Middle Grades Program Coordinator in the School of Education. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Requirements for Licensure in Science for a B.S. in Middle Grades Education (6-9) — Sem. Hrs.

PHS 1100, 1080, 1090; BIOL 1000; BIO 1000, 1030, 3040; GLY 1150 & GLYL 1150, GLY 1250 & GLYL 1250; SCE 3000, 3010, 3500

Total: 30

ACADEMIC CONCENTRATIONS

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department offers two Academic Concentration options of 24-26 hours each. An Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Geography — Sem. Hrs.

GGY 1020 and 2500
Choose 3 courses from the following: GGY 1150, 2000, 2060, 2460, 2620
Choose 3 courses from the following: GGY 3290, 3720, 4010, GGYS 4xxx; GLY 3660

Total: 24-25

Required Courses for an Academic Concentration in Geology — Sem. Hrs.

GGY 1020 and 2500
GLY 1000 & GLYL 1000 or GLY 1150 & GLYL 1150; GLY 1250 & GLYL 1250
Choose 6 courses from the following: GLY 2260, 2460, 2620, 3100, 3250, 3660, 4250, GLYS 4xxx; GGY 2500

Total: 26

MINORS

Required Courses for a Minor in Geography

GGY 1020 and 2500
Choose 2 courses from the following: GGY 1150, 2000, 2060, 2260, 2460, 2620
Choose 2 courses from the following: GGY 3290, 3720, 3770, 4010, GGYS 4xxx

Total: 18-19

Required Courses for a Minor in Geology

GLY 1000 & GLYL 1000 or GLY 1150 & GLYL 1150; GLY 1250 & GLYL 1250
Choose 4 courses from the following: GLY 2260, 2460, 2620, 3100, 3250, 3660, 4250, GLYS 4xxx; GGY 2500

Total: 20

COURSES

GEOGRAPHY (GGY)

GGY 1010. Principles of Geography

The study of the earth's physical and human geography from a spatial perspective. Techniques and methodology to study interactions between human activities and the physical environment are emphasized. Fall and Spring. Credit, 3 semester hours.

GGY 1020. World Regional Geography

Survey of most countries and regions of the world. An examination of cultures, economies, and physical characteristics as they relate to regional development and contemporary problems in world affairs. Presents an overview of the multicultural earth. Fall and Spring. Credit, 3 semester hours.

GGY 1150. Earth Science (GLY 1150)

The same course as GLY 1150. Spring, Fall. Credit, 3 semester hours.

GGYL 1150. Earth Science Laboratory (GLYL 1150)

The same course as GLYL 1150. Spring. Credit, 1 semester hour.

GGY 2000. Cultural Geography

Concept of culture applied to the human environment. Geographical variations and evolution resulting from interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

GGY 2060. Economic Geography (ECN 2060)

Geographic analysis of the location, development and distribution of major industries, resources, agricultural products, and economic services. Study of economic development problems and prospects. Fall and Spring. Credit 3 semester hours.

GGY 2460. Weather and Climate (GLY 2460, PHS 2460)

Study of atmospheric elements and controls, weather analysis and forecasting, and air pollution issues. Also includes a survey of world climate regions and applications of climate data. Fall and Spring. Credit, 3 semester hours.

GGY 2500. Introduction to Cartography

Concepts and skills of map use and interpretation. Cartographic techniques and conventions for production of thematic maps. Basic concepts of geographic information systems and remote sensing. Spring. Credit, 3 semester hours.

GGY 2620. Environmental Geology (GLY 2620)

The same course as GLY 2620. Fall, odd years. Credit, 3 semester hours.

GGY 3290. Society and the Environment

A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Fall, odd years. Credit, 3 semester hours.

GGY 3720. North America

Analysis of physical and cultural bases of North American geographic patterns. Emphasis upon natural conditions, settlement patterns, and regional structure. As Announced. Credit, 3 semester hours.

GGY 3770. Geography of American Indians

An historical and cultural geography of American Indians from the time of European contact. Will focus upon population dynamics, settlement, patterns, economic development, land use, and physical resources. Spring, even numbered years. Credit, 3 semester hours. PREREQ: GGY 1010 or GGY 1020.

GGY 4010. Internship in Geography
Practical experience with a planning agency through an arranged internship. Supervision is provided by a designated official of the agency and by a member of the department faculty. As Announced. Credit, 4 semester hours. PREREQ: Permission of instructor.

GGY 4100. Land Use Planning
Study of the diverse factors affecting human use of the physical environment. The roles of topography, soils, groundwater, wastewater, streamflow, wetlands, and landscape ecology in environmental land use planning will be considered in detail. As Announced. Credit, 3 semester hours. PREREQ: GGY 1010 and GGY 2500.

GGYS 4xxx. Special Topics in Geography
This course will focus on a topic of general interest and explore it in depth. The topic will be announced in the schedule of classes. Possible topics include regional areas, such as Sub-Saharan Africa, or specialized fields such as Quantitative methods in Climatology, or Geographic Information Systems. The course may be repeated for a maximum of 6 semester hours. As Announced. Credit, 3 semester hours. PREREQ: GGY 1010 or 1020.

GEOLOGY (GLY)

GLY 1000. Physical Geology
Introduction to earth materials and processes. Topics include minerals and rocks, weathering, landscape formation by streams, glaciers and ocean waves, study of volcanoes, earthquakes and plate tectonics. As Announced. Credit, 3 semester hours.

GLYL 1000. Physical Geology Laboratory
Study of common minerals and rocks; use of topographic and geologic maps. As Announced. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 1000.

GLY 1150. Earth Science (GGY 1150)
Includes topics in geology, oceanography, meteorology and astronomy. Minerals and rocks, volcanoes, earthquakes; ocean tides and currents, shoreline processes; atmospheric pressure, wind, precipitation, weather patterns; sky observation, solar system. Fall, Spring. Credit, 3 semester hrs.

GLYL 1150. Earth Science Laboratory (GGYL 1150)
Study of common minerals and rocks, topographic maps, climate classification, weather processes. Spring. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 1150.

GLY 1250. Earth History
Geologic history of the earth as recorded in the rock record. Topics include geologic time, evolution of the atmosphere, continents and oceans, fossils, and the development of life through time. Spring. Credit, 3 semester hours.

GLYL 1250. Earth History Laboratory
Study of animal and plant fossils, environments of deposition, geologic maps. Spring. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 1250.

GLY 2260. Oceanography
Ocean circulation, properties of ocean water, waves and tides, and processes of shoreline erosion and deposition. The relationship between marine processes and human use of coastal areas will be emphasized. As announced. Credit, 3 semester hours. PREREQ: GLY 1000 or GLY 1150.

GLY 2460. Weather and Climate (GGY 2460, PHS 2460)
The same course as Geography 2460. Fall and Spring. Credit, 3 semester hours.

GLY 2620. Environmental Geology (GGY 2620)
Aspects of geology related to problems arising from intensive use of the earth by modern society. The

use of earth materials, energy resources and groundwater will be considered along with land use planning. As announced. Credit, 3 semester hours. PREREQ: GLY 1000 or GLY 1150.

GLY 3100. Minerals and Rocks
Study of minerals and rocks with an emphasis on origins, classification and identification. As announced. Credit, 3 semester hours. PREREQ: GLY 1000 or GLY 1150.

GLY 3110. Minerals and Rocks Laboratory
A survey of minerals and rocks with an emphasis on environments of origin, classification, textural features, and identification. Laboratory stresses mineral and rock identification and typical associations. As announced. Credit, 1 semester hour. PREREQ: GLY 1000 or GLY 1150 and concurrent enrollment in GLY 3100.

GLY 3250. Paleontology
Study of fossil invertebrates, vertebrates and plants with emphasis on evolutionary trends. As announced. Credit, 3 semester hours. PREREQ: GLY 1000 or GLY 1150 & BIO 1000.

GLY 3660. Geomorphology
Advanced study of land forms-fluvial, solution, glacial, marine, eolian, volcanic, and structural. History of geomorphic theories and regional land forms will also be covered. As announced. Credit, 3 semester hours. PREREQ: GLY 1000 or GLY 1150.

GLY 4150. Geology Field Trip
Field trip to selected geologic sites to increase appreciation and understanding of geologic, biologic, and cultural resources in areas outside of the UNCP community. A fee is charged to cover travel expenses. Course may be taken for credit up to 3 times. Credit, 1 - 3 semester hours. PREREQ: GLY 1150.

GLY 4250. Stratigraphy and Sedimentology
Study of environments of deposition of sediments and stratigraphic principles including facies and correlation. Classic examples from the geologic record will be used. As announced. Credit, 3 semester hours. PREREQ: GLY 1250.

GLYS 4xxx. Special Topics in Geology
This course will focus on a topic of general interest and explore it in depth. The topic will be announced in the schedule of classes. Possible topics include dinosaurs, natural disasters, etc. The course may be repeated for a maximum of 6 semester hours. As Announced. Credit, 3 semester hours. PREREQ: GLY 1150.

HISTORY

Chair: Robert W. Brown

Ryan K. Anderson, Charles E. Beem, Scott C. Billingsley***, Weston F. Cook, Jr., Bruce J. DeHart, Jeffrey J. Frederick, Kathleen C. Hilton****, Jeffrey K. Lucas**, Rosemarie N. Stremlau, J. Mark Thompson

*American Studies Program Coordinator(On Leave) **Social Studies Education Undergraduate Coordinator
***Social Studies Education Graduate Director ****Dean of the School of Graduate Studies

History is an intellectually liberating discipline and a core component of a liberal arts education. Through the study of the political, social, and cultural aspects of the modern world and the rise, flourishing, and decline of major civilizations in the past, an individual gains insight into the shared experiences and achievements of humanity, acquires a perspective broadened by the study of peoples at different times and in different places, and develops analytical modes of thought. The study of History thus enables the individual to understand the perennial issues confronting human beings living in society, making more likely an informed, reasoned, and intelligent response to these problems.

The Department offers programs of study for students interested in virtually any career or profession. It provides a solid foundation for those who wish to teach History or the Social Studies and for the study of History at the graduate level. Courses offered by the Department likewise provide an excellent background for students who wish to study law, enter military or government service, or seek employment in other professions or the business world. History is thus an ideal major for the student seeking a liberal arts education rather than specific job training.

Programs of study offered by the Department of History include a major and a minor in History, a licensure program in Secondary Social Studies Education, a 6-9 Social Studies teaching area for Middle Grades licensure candidates, and an Academic Concentration in History for prospective teachers. The Department also coordinates a major, a minor, and an Academic Concentration in American Studies. At the Graduate level, the Department coordinates a Master's degree and a Master of Arts in Teaching in Social Studies Education.

Each History major or licensure candidate is assigned an advisor who helps the student plan and approves his or her program of study.

Students planning graduate study in History should acquire a reading knowledge of one modern foreign language and take History 4510 (Senior Seminar).

Additional information about the History department and its programs is available on the Department's Web Page (http://www.uncp.edu/history/).

BACHELOR OF ARTS IN HISTORY

Requirements for a Bachelor of Arts Degree in History		Sem. Hrs.
Freshman Seminar		1
General Education Requirements*		44
Major Requirements		37
Basic History (1000 and 2000 level courses)	12	
Four courses from HST 1010, 1020, 1100 or 1110, 1140, 1150		
Advanced History (3000 and 4000 level courses)	25	
Option 1: Two courses each from the American and European areas; one course from the Asian, African, and Latin American area; HST 3000; Topics course (HSTS) or HST 4510; and two electives.		
Option 2: Approval of Contract by the Chair: HST 3000, Topics course (HSTS), HST 4510; 6 approved 3000-4000 level electives.		
Electives		38
		Total: 120

* Six semester hours of history can be counted under General Education.

BACHELOR OF ARTS IN AMERICAN STUDIES

Coordinator: TBA

American Studies is an academic discipline concerned with the diversity of the American experience; it is a liberal arts program designed to provide students with an opportunity for multidisciplinary study of the culture of the United States through a variety of perspectives, including history, art, music, literature, film, ethnic studies, and gender studies. Having a cultural studies focus, the program examines America through forms of expression and through its major social, economic, and political structures, both in the past and the present.

Requirements for a Bachelor of Arts Degree in American Studies			Sem. Hrs.
Freshman Seminar			1
General Education Requirements			44
Major Requirements			36
Core Requirements		12	
HST 1010 and 1020	6		
American Studies Comprehensive Seminar, AST 2010	3		
American Studies Focused Seminar, AST 4010	3		
Cultural Studies Elective Courses** (Choose two courses in each category)		24	
Aesthetic Courses ART 4260; ENG 2010, 2230, 2240, 3430, 4730, or 4740; MUS 1040 or 2980; or appropriate topics course*	6		
	6		
Ethnic/Gender Courses AIS (HST) 1100 or 1110, 2100, 2130 (REL 2130), 2200 (ENG 2200), 3240, 3400, 3600, 4250, or 4270 (ART 4270); ENG 2100, 4500 (AIS 4500); HST 3610, 3620, 3800, or 4070; or appropriate topics course*	6		
Historical Courses HST 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3410 (ECN 3410), 3820, or HSTS 4xxx (relevant topic only)*	6		
Social Science Courses GGY 3720 or 3770; JRN 3170; PHI 2110; PSPA 1010, 2010, 2020, 3010, 3040, 3050, 3060, 3100; or appropriate topics course*			
Electives			39
			Total: 120

*Permission of the American Studies Coordinator is required *before* topics course may be used to meet the requirements for the BA degree in American Studies.

**Six out of the eight Cultural Studies Elective courses must be 3000- or 4000-level.

American Studies majors should take the comprehensive seminar, American Studies 2010, during either their sophomore or junior years. It will focus on the basic tenets and methodology of American Studies as a discipline and on the interrelationships among the various facets and forces behind American culture in a given period of history.

American Studies majors should take the focused seminar, American Studies 4010, during their senior year. This capstone course will culminate and synthesize their American Studies major. It is expected that students will study and analyze a relevant and significant topic from the American Studies perspective.

Students planning to major in American Studies must consult with the American Studies Coordinator in the Department of History.

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12)

Coordinator: Jeffrey K. Lucas

Upon successful completion of the program of study in Social Studies Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	46(28)*
Specialty Area (*18 semester hours of Social Sciences and History may also count toward General Ed)	60
HST 1010, 1020, 1140, 1150, 3170; Topics course (HSTS) or HST 4510	
United States & Canadian History - 6 hours	
Asian, African & Latin American History – 6 hours	
European History – 6 hours	
ECN 2020 and 2030	
SOC 1050	
SOC 2090 or PSY 1010	
GGY 1010, or 1020, or 2000	
PSPA 1010	
Social Science Guided Electives – 6 hours	
Professional Studies	15
EDN 3020, 3120, 3500, 4190, SED 3000	
Content Pedagogy	18
SE 3000, 3650, 4000, 4480	
General Electives	7
	Total: 128

NOTE: Students who desire teacher licensure in Social Studies Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATIONS

Academic Concentration in History

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the History Department offers an Academic Concentration in History. This Academic Concentration is available to other students, regardless of major. This Concentration of 24 semester hours offers the prospective teacher both breadth and depth of study. The required Core Courses (15 semester hours) in American History, North Carolina History, and World Civilizations I and II provide a solid foundation of knowledge. The Elective Courses (9 semester hours) provide each student with the opportunity to select advanced History courses in areas of personal or professional interest. Six semester hours of this Academic Concentration count toward the University's General Education requirements. Students seeking licensure to teach in the public schools of North Carolina are encouraged to select courses dealing with modern history.

	Sem. Hrs.
Required Core Courses	15
HST 1010, 1020, 1140, 1150, 3170	
Elective Courses–The student chooses, **with the consent of his/her advisor**, three (3) courses from the following: HST 3050, 3060, 3100, 3140, 3150, 3160, 3210, 3230, 3270, 3290, 3320, 3410, 3440, 3610, 3620, 3720, 3730, 3740, 3750, 3800, 3820, 3840, 3860, 3940, 4070, 4100, 4130, 4210, 4220, 4270, 4300, 4320, 4330, 4450, and 4460.	9
	Total: 24

Students seeking Middle Grades (6-9) licensure in the Social Studies must complete, in addition to the Academic Concentration, a program of collateral courses in the Social Sciences. See below for information concerning Middle Grades licensure in Social Studies.

Academic Concentration in American Studies

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the History Department coordinates a multidisciplinary Academic Concentration in American Studies. This Academic Concentration is available to other students, regardless of major. The required Core Courses (12 semester hours) provide an essential foundation and an introduction to the discipline of American Studies. The Cultural Studies Elective Courses (12 semester hours) require students to select from four multidisciplinary categories for breath of knowledge.

	Sem. Hrs.
Required Core Courses	12
AST 2010, 4010; HST 1010, 1020	
Cultural Studies Elective Courses*	12
1 Aesthetic Elective	
1 Ethnic/Gender Elective,	
1 Historical Elective,	
1 Social Science Elective	
	Total: 24

*Students should see the description of the American Studies Major for further information. Students planning to pursue an Academic Concentration in American Studies should consult with the American Studies Coordinator in the Department of History.

MIDDLE GRADES (6-9) LICENSURE IN SOCIAL STUDIES

Students majoring in Middle Grades Education (6-9) are required to complete two teaching specialty areas. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

The Social Studies Program (Grades 6-9) provides the prospective Middle Grades teacher with a balanced interdisciplinary program of study in History and the Social Sciences. Designed specifically to meet the guidelines established by the North Carolina Department of Public Instruction and to prepare licensure candidates to teach the Social Studies subjects prescribed for the public schools of North Carolina, the comprehensive program features study in Anthropology, Economics, Geography, History, Political Science, and Sociology.

Students majoring in Middle Grades Education (6-9) with a Social Studies teaching specialty area should consult with the Coordinator of Undergraduate Social Studies Education in the Department of History and the Middle Grades Program Coordinator in the School of Education.

Requirements for Middle Grades (6-9) Licensure in Social Studies	Sem. Hrs.
Social Studies Specialty Area	24
HST 3170 History of North Carolina	
3 courses (9 hours) at 3000 level or higher, preferably one in European history and one in Asian/African/Latin American history and one other history course	
The following 4 survey courses*: HST 1010, 1020, 1140, and 1150	
2 courses from the following*: ECN 1000, 2020, or 2030; PSPA 1000 or PSPA 1010; GGY 1010, 1020, or 2000; SOC 1050	
Content Pedagogy	3
SSE 3650 Content and Techniques of Social Studies	
	Total: 27

*Some course work in General Education overlaps with specialty area requirements.

Students who select a social science Academic Concentration other than History and who seek Middle Grades (6-9) Licensure in Social Studies should consult the Social Studies Education Program Coordinator in the History Department before registering for either History or Social Science courses.

Combined Licensure (6-9, 9-12)

Students seeking Middle Grades (6-9) Licensure in the Social Studies may wish to consider combining it with 9-12 Social Studies licensure. With careful planning and advisement, a student will be able to complete both programs, thereby enhancing his/her prospects for employment. Students interested in combining 6-9 Social Studies Licensure with 9-12 Licensure in the Social Studies should consult the Social Studies Education Program Coordinator in the History Department.

MINORS

Requirements for a Minor in History	Sem. Hrs.
18 hours of history, of which 12 hours must be in 300- and 400-level courses.	
	Total: 18

Requirements for a Minor in American Studies	Sem. Hrs.
Core Requirements	12
AST 2010, AST 4010, HST 1010, HST 1020	
Cultural Studies Elective Courses	6
Any two designated 3000- or 4000-level American Studies elective courses	
	Total: 18

Students should see the description of the American Studies Major for further information.

Requirements for a Minor in British Studies	Sem. Hrs.
Refer to the Special Programs and Interdisciplinary Programs section of the catalog for a description of this program.	
	Total: 18

COURSES

AMERICAN STUDIES (AST)

AST 2010. An Introduction to American Studies

An introduction to the field of American Studies through investigation of major works, through the examination of important issues, and through the interpretation of the various methods and approaches used in the study of the development of American history and culture. Exploration of the theme of a national culture will be central to this course. Fall or Spring. Credit, 3 sem. hrs.

AST 4010. American Studies Senior Seminar

A capstone course through which American Studies majors are able to bring together, assimilate, and synthesize information learned from their core and interdisciplinary courses. Students will be provided a more in-depth study of the theories, methodologies, and literature in the field, as well as an opportunity to apply their own knowledge and understanding to a variety of topical issues. Spring or Fall. Credit, 3 semester hours.

HISTORY (HST)

GENERAL EDUCATION COURSES

HST 1010. American Civilizations to 1877

A survey of the major political, economic, social, and cultural developments in the United States to 1877, with some attention to Canada. Fall, Spring. Credit, 3 semester hours.

HST 1020. American Civilizations since 1877

A survey of the major political, economic, social, and cultural developments in the United States since 1877, with some attention to Canada. Fall, Spring. Credit, 3 semester hours.

HST 1100. History of the American Indian to 1865 (AIS 1100)

A survey of North American Indian history from arrival in the Western Hemisphere to 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Fall, Spring. Credit, 3 semester hours.

HST 1110. History of the American Indian since 1865 (AIS 1110)

A survey of North American Indian history since 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Fall and Spring. Credit, 3 semester hours.

HST 1140. World Civilizations to 1500

A survey of the birth and diffusion of world civilizations from "pre-history" to 1500, with attention to major cultural, social, economic, and political trends within each civilization. The emergence of European civilization is set within a larger framework of civilizations in Africa, Asia, and Latin America, and interactions between or among civilizations are stressed. Fall, Spring, Summer. Credit, 3 semester hours.

HST 1150. World Civilizations since 1500

A survey of world civilizations from 1500 to the present, with attention to major cultural, social, economic, and political trends within each civilization. Emphasis is given the interaction between an expanding European civilization and non-Western civilizations in Africa, Asia, and Latin America. Fall, Spring, Summer. Credit, 3 semester hours.

UNITED STATES AND CANADIAN HISTORY

HST 3050. The American Colonies

This course examines British North America from the founding of its colonies to the conclusion of the French and Indian War. It focuses on Britain's exploration and settlement of North America, the Anglo-American relationship, the forces shaping the colonies' development, the evolution of American politics, the impact of war, and the nature of intellectual and spiritual life. Fall or Spring. Credit, 3 semester hours.

HST 3060. Revolution and the Young Republic

Between 1763 and 1815, Americans fought two major wars, won their independence, established one national government only to replace it by another, expanded rapidly into the west, and laid the foundation for a lasting democracy. This course examines the origins and impact of the American Revolution, constitution and nation-making, the evolving political culture, and the meaning of the Revolution for various groups in the early republic. Fall or Spring. Credit, 3 semester hours.

HST 3100. Civil War and Reconstruction

The course addresses the pivotal events in the two decades before the first shot of the Civil War was fired, the military, political, and social history of the Civil War, and the aftermath of emancipation in the southern states. In addition, attention is paid to the Reconstruction era when the southern states constructed new governments and reentered the Union. Fall or Spring. Credit, 3 semester hours.

HST 3140. The Gilded Age and Progressivism
In the years 1877-1929, the United States initiated a rapid transition form an agricultural nation to an industrialized one. This course will examine the construction of railroads, the rise of business tycoons, eruptions of labor unrest, and the arrival of millions of European immigrants. Two significant political movements, Populism and Progressivism, emerged to grapple with these changes and greatly influenced subsequent political ideas. Fall or Spring. Credit, 3 semester hours.

HST 3150. War, Prosperity, and Depression, 1912-1945
An analysis of political, economic, and social conditions from 1912-1945. Fall, Spring. Credit, 3 semester hours.

HST 3160. Recent America, 1945-Present
An analysis of political, economic, and social conditions since 1945. Fall, Spring. Credit, 3 semester hours.

HST 3170. History of North Carolina
A study of selected phases of the development of North Carolina from its colonial beginnings to the present. Fall, Spring. Credit, 3 semester hours.

HST 3410. U.S. Economic History (ECN 3410)
A thematic study of the economy of the United States from colonization to the present. Spring. Credit, 3 semester hours.

HST 3610. African-American History to 1863
The course begins with a discussion of modern slavery and its introduction into the Western Hemisphere with special emphasis on the continent of North America. In addition, it examines the differing patterns of slavery in the north and south, slave revolts, and slave culture until Emancipation in 1863. Fall or Spring. Credit, 3 semester hours.

HST 3620. African-American History from Emancipation to the Present
The course starts with the Emancipation Proclamation and traces the triumphs and challenges encountered by African Americans during Reconstruction and studies the emergence of Jim Crow legislation in the South. Attention is also devoted to the creation of various civil rights organizations and leaders, key Supreme Court decisions, federal laws, and the turbulent decade of the 1960s, and the modern civil rights movement. Fall or Spring. Credit, 3 semester hours.

HST 3800. Women and the Development of U.S. Society
An examination of the field of women's history and a study of significant aspects of women's participation in the social, economic, and political development of the United States from colonization to 1870. Fall. Credit, 3 semester hours.

HST 3820. Growing Up American
An historical investigation of continuity and change in childhood as a life stage, with emphasis on patterns in the experience of growing up in the United States and the social construction of adolescence during the 20th Century. Spring. Credit, 3 semester hours.

HST 3940. History of Canada
A study of Canada from the early explorations and settlements to the present with special emphasis on the French and British in Canada, the advance from self-government to Confederation, and the relations of Canada with the United States and the British Commonwealth. Fall, Spring. Credit, 3 semester hours.

HST 4050. History of the New South 1865-1980
This course traces the contours of the New South from the end of the Civil War to the emergence of the New South. Included are conceptualizations of race, class, gender, religion, and cultural meaning. Fall or Spring. Credit, 3 semester hours.

HST 4060. U.S. Military History (MSC 4210)
An historical study of United States military operations, policies, institutional growth, and administrative and technological developments from colonial times to the recent past. Fall or Spring. Credit, 3 semester hours.

HST 4070. Women in U.S. History, 1870-Present
A study of significant aspects of continuity and change in the lives of U.S. women since 1870, including the structure of the female life cycle, women's legal status, educational opportunities, health and beauty, social concerns and activism, paid and unpaid labor patterns, and societal concerns about women. Fall or Spring. Credit, 3 semester hours.

HST 4100. Themes in U.S. Social History
A thematically-organized study of the methods and questions of social history, an historical subfield which examines the lives of ordinary people and analyzes the diversity of their experiences. Topics are selected to incorporate themes central to social historians' research: social stratification, community, region, and citizenship. Fall or Spring. Credit, 3 semester hours.

HST 4130. History of U.S. Foreign Policy
A study of the major trends, issues, and problems in U.S. foreign policy. Fall, Spring. Credit, 3 semester hours.

HST 4360. American Political History
This course traces the contours of American political history from the birth of the Republic through modern media-driven politics. Discussion includes party formation, electoral and programmatic politics, and conceptualizations of race, class, gender, and religion. Fall or Spring. Credit, 3 semester hours.

EUROPEAN HISTORY

HST 2140. Introduction to British Studies
This course offers an inter-disciplinary study of the broad topic of British Studies. It examines and discusses a number of texts concerned with and describing the religious, cultural, literary, and social evolution of Great Britain within the context of an historical survey. Fall or Spring. Credit, 3 semester hours.

HST 3210. Ancient History
A survey of ancient history from the beginnings of civilization to A.D. 500. Fall. Credit, 3 semester hours.

HST 3230. The Middle Ages
A survey of the development of western cultures from the fall of Rome to the Renaissance. Fall. Credit, 3 semester hours.

HST 3270. Early Modern Europe, 1500-1789
A survey of European history from the Renaissance to the French Revolution. Fall. Credit, 3 semester hours.

HST 3290. Revolution, Liberalism, and Nationalism in Europe, 1789-1914
A survey of European civilization from the French Revolution to the outbreak of the First World War. Spring. Credit, 3 semester hours.

HST 3320. Twentieth Century Europe
A study of conflict and cooperation in an era of global war, with emphasis on the interaction of democracy, communism, fascism, and imperialism. Spring. Credit, 3 semester hours.

HST 3370. Modern European Economic and Social History
A survey of the European economy and social classes from the birth of capitalism to the present. Fall, Spring. Credit, 3 semester hours.

HST 4170. History of Modern Britain
This course examines the constitutional and political, social, and cultural evolution of the United Kingdom from 1714 to the present. Fall or Spring. Credit, 3 semester hours.

HST 4210. History of Modern Germany, 1866 to the Present
An analysis of German history from Bismarck to the present, with special emphasis on the unification of Germany, the two world wars, the Nazi Revolution, and the problem of a united Germany. Fall, Spring. Credit, 3 semester hours.

HST 4220. The Second World War
A thorough investigation of the origins and course of the Second World War in both the European and Pacific Theaters, with emphasis on the ideological, diplomatic, strategic and military developments that shaped the conflict. Fall, Spring. Credit, 3 semester hours.

HST 4270. Modern European Cultural History
A study of the lives and works of selected thinkers, writers, and artists who represent the European cultural and intellectual tradition from the Renaissance to the present. Emphasized are the Renaissance, the Reformation, the Enlightenment, movements of thought during the 19th century, and the crisis of European culture which begin at the end of the 19th century. Fall or Spring. Credit, 3 semester hours.

HST 4300. Nazi Germany (1933-1945)
An interdisciplinary history and analysis of Nazi Germany (1933-1945), emphasizing aspects of political, social, cultural, and intellectual life as well as the legacy of Nazism, including historiography. Fall or Spring. Credit, 3 semester hours.

HST 4320. A History of Imperial Russia from 1682 to 1917
An examination of Russia's political, social, economic, and cultural development from the reign of Peter the Great to the fall of the Romanovs in February 1917. Fall, Spring. Credit, 3 semester hours.

HST 4330. A History of Russia Since 1917
An examination of Russia's development from the 1917 revolution to the present day, with special emphasis on Leninism, Stalinism, and post-Stalinism. Fall, Spring. Credit, 3 semester hours.

HST 4410. History of Medieval Britain
This course examines the constitutional, political, social, and cultural evolution of the British Isles from the Roman occupation to the advent of the Tudor Dynasty (43-1485). Fall or Spring. Credit, 3 semester hours.

HST 4420. History of Tudor and Stuart Britain
This course examines the political, religious, and cultural processes occurring from 1485 to 1714 that transformed Britain from a medieval to a modern nation. Fall or Spring. Credit, 3 semester hours.

HST 4430. History of the British Empire
This course examines a number of historical facets related to the rise, maintenance, and fall of the British Empire. Texts and lectures include the historical voices of the colonized and the colonizers. Fall or Spring. Credit, 3 semester hours.

ASIAN, AFRICAN, AND LATIN AMERICAN HISTORY

HST 3440. History of the Modern Far East
A history of China, Japan, and Korea, with special attention to the problems of modernization. Fall, Spring. Credit, 3 semester hours.

HST 3450. The United States and the Far East
A study of the major factors and the processes concerning American involvement in the Far East from

the beginning of the Republic to the present; to include the nature of the international system in the Far East and changing American interest and policies in the region. Fall or Spring. Credit, 3 semester hours.

HST 3720. History of South Asia

A study of the Indian subcontinent with an emphasis on cultural, social, and economic aspects; the Moslem and Mogul eras; the British period; and events since 1945. Fall. Credit, 3 semester hours.

HST 3730. Comparative Asian Civilizations

A comparative survey of the development of Asian civilizations from the Neolithic Age to the present. Fall or Spring. Credit, 3 semester hours.

HST 3740. History of Islam

An historical study of the development and growth of Islam from its origins to the present with an emphasis on its expansion into Asia, North Africa, sub-Sahara Africa, and Eastern Europe. Fall or Spring. Credit, 3 semester hours.

HST 3750. History of Sub-Sahara Africa

An exploration of the political, social, and economic history of sub-Sahara African civilizations from antiquity to the present. Fall or Spring. Credit, 3 semester hours.

HST 3840. Colonial Latin America

An examination of the Spanish and Portuguese Empires in the Western Hemisphere through the wars for independence. Fall. Credit, 3 semester hours.

HST 3850. Indians of Latin America (AIS 3240)

A study of the history, culture and contemporary achievements of the Indians residing south of the Rio Grande. Fall. Credit, 3 semester hours.

HST 3860. Latin America Since Independence

An examination of Latin America from Independence to the present. Emphasis will be placed on the historic antecedents of current events and Latin America's place in world affairs. Spring. Credit, 3 semester hours.

HST 4450. Pre-Modern Middle East

A history of the Middle East from 500 to 1730 AD. Significant topics will include the birth of Islam, the Arab empires, Medieval political, economic, and intellectual developments, the Crusades, the rise of the Ottoman and Safavid Empires, and the impact of European modernization on the early modern Middle East. Credit, 3 semester hours.

HST 4460. History of the Modern Middle East

A study of the major trends and issues in the Middle East in the modern world. Fall, Spring. Credit, 3 semester hours.

SEMINARS IN HISTORY

HST 3000. Introduction to the Study of History

An introduction to key historical concepts and skills, such as the nature and types of History; historical periodization; the reading and analysis of primary and secondary sources; research, writing, and documentation styles; the basic use of computers for historical research and writing; and History as a profession. The course is required for History majors, and it should be taken as soon as possible after the major is declared. Fall, Spring. Credit, 1 semester hour.

HST 4510. Senior Seminar

A study of special problems in a selected area of history with emphasis on historiography, methods, research, and writing skills. Fall. Credit, 3 semester hours. PREREQ: 2.0 QPA in history courses taken, and completion of 15 hours of advanced history courses.

TOPICS IN HISTORY

HSTS 4xxx. Topics in History

Each of these courses will focus on a topic of general interest and explore it in detail; the topic will be announced in the schedule of courses. Possible topics include: Revolution in the Modern World; Hitler and Nazi Germany; and the American Civil War. Students may take only one course on the same topic for credit. For a list of all topics courses, see the Department Chair. Fall, Spring. Credit, 3 semester hours.

SPECIAL ADVANCED COURSES

HST 3700. Introduction to Public History

An introduction to the operation and problems of historical agencies, problems of preservation and exhibition, archives management, historical editing and publishing, historical sites, and the techniques and processes of public history. Fall. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 3990. Directed Reading in History

Directed reading under the guidance of instructor. Fall, Spring. Summer. Credit, 1-3 semester hours. PREREQ: Permission of instructor, completion of all lower division history requirements, and six hours of advanced history.

HST 4020. Colloquium: Selected Topics in American History

An investigation into selected topics in American history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 4260. Colloquium: Selected Topics in European History

An investigation into selected topics in European history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 4550. Historical Sites Study

A conducted tour of selected historical sites with an emphasis on a particular period or geographical area of history. Cannot be used to satisfy requirements for history major. Summer. Credit, 2-6 semester hours. PREREQ: Permission of instructor.

HST 4830. Workshop: Selected Topics in History

A workshop designed to assist pre-service and in-service teachers in expanding their conceptual understanding of a selected topic in history. Instruction will center on an in-depth investigation of the announced topic; special attention will be given to the problem of relating the announced topic to the secondary Social Studies curriculum in North Carolina. Summer. Credit, 3 semester hours.

HST 4990. Independent Study in History

Directed reading and research under the guidance of the instructor in a specific area or problem in history. Scheduled only with the approval of the Chair of the Department. Fall, Spring. Credit, 1-3 semester hours. PREREQ: Permission of the Department.

SOCIAL STUDIES EDUCATION (SSE)

The courses in Social Studies Education are designed to help prospective teachers develop the competencies needed in the classroom. These courses should be taken only after the student has given careful consideration to career objectives. The Social Studies Education courses are not history courses; they cannot be used to meet history requirements.

SSE 3000. Introduction to Teaching Social Studies

A survey of past and present trends in social studies education; an introduction to the social studies

curriculum and instructional technology, including current computer applications; and a minimum of 25 hours of early field experiences for prospective social studies teachers. Credit, 3 semester hours. PREREQ: EDN 3020 and 15 semester hours in history and social sciences with a 2.5 average (QPA). *Required of history majors seeking licensure.*

SSE 3650. Content and Techniques of Social Studies

A comprehensive study of the nature, scope, objectives, source materials, and methodologies of the social sciences that comprise social studies education (anthropology, economics, geography, history, political science, and sociology). The student is required to review representative print, audio, and software curriculum materials and integrate the concepts, sources, methods, and technologies appropriate for the 6-9 or 9-12 social studies curriculum. Credit, 3 semester hours. PREREQ: EDN 3020, fifteen semester hours in history, and formal admission to the Teacher Education Program or permission of the instructor. *Required of secondary and middle grades social studies licensure candidates.*

SSE 4000. Methods of Teaching Social Studies (EDN 400)

Materials and basic teaching strategies employed in teaching social studies. Fall, Spring. Credit, 3 semester hours. PREREQ: SSE 3000, 3650 and 30 hours in history with a 2.5 quality point average. *Required of history majors seeking licensure.*

SSE 4480. Internship in Social Studies in the Secondary School

Provides continuous full-time teaching internship experiences in an off-campus public school setting. Pass/Fail grading. Fall, Spring. Credit, 6-9 semester hours. PREREQ: SSE 4000.

GRADUATE COURSES

In addition to courses of study listed in this section, the Department of History coordinates Master of Arts (M.A.) and Master of Arts in Teaching (M.A.T.) degree programs in Social Studies Education and offers graduate courses in Social Studies Education and History for these and other graduate programs. See the Graduate Programs section of this catalog for a description of these programs and courses.

MASS COMMUNICATION

Chair: Jamie Litty

Anthony R. Curtis	Judith Curtis	George Harrison
George Johnson	Dandan Liu	Sara Oswald

The Department of Mass Communication combines into a single liberal arts program tracks in Broadcasting, Print Journalism, and Public Relations.

Students will choose academic courses in the specific track selected—Broadcasting, Journalism, or Public Relations—and enjoy opportunities to become involved with WNCP-TV, the University's public affairs television station, or *The Pine Needle*, the campus newspaper.

All students enrolled in the Mass Communication program take 15 hours of core major courses, including an internship in their track.

BACHELOR OF SCIENCE IN Mass Communication

Requirements for a Bachelor of Science Degree in Mass Communication (Broadcasting, Journalism, Public Relations)	Sem. Hrs.
Freshman Seminar	1
General Education Program	44
Core Major Courses: MCM 2100, 2400, 4050, 4130, 4360	15
Courses required for Track*	18-21
Electives	39-42
	Total: 120

***Broadcasting Track**

BRD 1600, 1610, 1620, 2610, 2600, 3600, 4600, 3150, 3130 or 3140

Total: 21

***Journalism Track**

JRN 2600, 3050, 3060, 3090, 3170, 3400, 4600

Total: 21

***Public Relations Track**

PRE 2200, 2600, 3500, 4070, 4090, 4600

Total: 18

MINORS

Requirements for a Minor in Broadcasting

Required Courses: MCM *2100, *2400; BRD 1600, 1610, 1620, 2600, 3150	17
Elective: 3 additional hours from the following: SPE 1020; PRE 2200, 3200; JRN 3050; BRD 2800, 3140	3
	Total: 20

Requirements for a Minor in Journalism

Required Courses: MCM *2100, *2400; JRN 2600, 3060, 3400	15
Elective: 3 additional hours from the following: JRN 3050, 3090, 3170, 3200, 3250, 4050, 4100, 4200, 4600	3
	Total: 18

Requirements for a Minor in Public Relations Communication

Required Courses: MCM *2100, *2400; PRE 2200, 2600, 4070	15
Elective: 3 additional hours from the following: PRE 2700, 3200, 3450, 3500, 4090, 4150, 4200, 4600	3
	Total: 18

*MCM majors must take an additional 6 hours of BRD, JRN, or PRE courses, depending upon the minor, to compensate for MCM 2100 and 2400 already applied to their major.

Requirements for a Minor in Media Integration Studies

Required Courses: ART 2020, BRD 3800, 4580, 4800	12
Electives: 6 additional hours (2 courses) from the following: PHI 1020, SOC 2200, ENG 2900, MCM *2100, ART 2500, BRD 2800, MUS 3580	6
	Total: 18

*MCM majors must take an additional 3 hours of BRD, JRN, or PRE to compensate for MCM 2100 already applied to their major.

COURSES

MASS COMMUNICATION (MCM)

MCM 2100. Introduction to Mass Communication

Examination of channels used to communicate with mass audiences in the United States, with emphasis on changes in newspaper, network radio, network television, and magazines since 1920. Credit, 3 semester hours

MCM 2400. Writing for the Media

An introduction to journalistic writing with emphasis on both the inverted pyramid and feature styles of writing for all students majoring in Broadcasting, Journalism, and Public Relations. Credit, 3 semester hours. PREREQ: ENG 1050.

MCM 3600. Media and Society

An examination of how communication media operate as industries, makers of meaning, and shapers of our public world. Although the course focuses on the United States, attention is given to globalization of media institutions, texts, and audiences. Credit, 3 semester hours.

MCM 3660. Media and Culture

Critical, philosophic inquiry into the influence of media technologies and economies on popular culture, and vice versa, using grand theories and theoretical perspectives of the modern (and postmodern) era. Students will consider what thinkers such as Marx, Freud, and McLuhan said, or would have said, about music, dance, fashion, film, broadcasting, journalism, and other arts. Credit, 3 sem. hrs. PREREQ: ENG 1060 plus one of the following: PHI 1000, PHI 4230, MCM 2100, MCM 3600.

MCM 3700. Media and Politics

This introductory course explores the increasing interaction between makers of domestic and foreign policy and global news media, especially newspapers, television, magazines, radio and the internet. Their symbiotic relationships are analyzed through case studies. Credit, 3 semester hours.

MCM 4050. Media Law and Ethics

Legal and ethical considerations as they apply to the daily work of media practitioners. Emphasis on codes of ethics, professional codes, and state, federal, and local law. Credit, 3 semester hours. PREREQ: MCM 2100, 2400.

MCM 4130. Internship in Mass Communication

Practical application of the principles of broadcasting, journalism, and public relations in the workplace. Interns will work in broadcasting stations, newspapers, public relations offices, and related sites under the supervision of experienced professionals. Interns will write papers evaluating their experiences as they relate to MCM courses. Credit, 3 semester hours. PREREQ: Consent of instructor. May not be taken by non-MCM majors.

MCM 4140. Internship in Mass Communication

A second internship which MCM majors may take as an elective. It is not part of the Core Course requirement. Same requirements and prerequisites as MCM 4130. Credit, 3 semester hours.

MCM 4360. Mass Communication Theory and Research
Examination of the critical role of information gathering and reporting in the field of mass communication. Emphasis on information acquisition, ethical information utilization, and preparing a major paper on a selected topic. PREREQ: MCM 2100, 2400. Credit, 3 sem. hours.

MCM 4550. Senior Thesis
A self-directed research project that is conceived, designed, and executed by the student and mentored by a faculty member, resulting in a substantive, completed, original work that is publication- or presentation-ready. Credit, 3 semester hours. PREREQ: 3.0 QPA, senior standing, MCM 4360, and permission of department chair.

MCM 4990. Independent Study in Mass Communication
Individual study directed by consenting instructor. Advanced study topic, research project, or creative project chosen to meet individual student needs. May be repeated for a maximum of six credit hours. PREREQ: 2.0 QPA and permission of instructor and department head. Credit, 3 semester hours.

MCMS 4xxx. Special Topics in Mass Communication
Contemporary and advanced subject matter in the field. Topics to be announced. May be repeated to a maximum of 6 hours provided no topic is repeated. PREREQ: MCM 2100, 2400.

BROADCASTING (BRD)
BRD 1600. Television Production
Basic theory and practice of studio operations in television, with a laboratory experience in the use of microphones, cameras, switchers, and related equipment. Credit, 3 semester hours.

BRD 1610, 1620, 2610, 2620, 3610, 3620, 4610, 4620. Broadcast Practicum
A vehicle for students to learn broadcasting or webcasting operations while participating in the department's campus/community productions and earning progressively responsible positions in videography, reporting, directing, producing, audio, on-air presentation, etc. Pass/Fail grading. Credit, 1 semester hour each.

BRD 2600. Basic Videography and Editing
This course provides a foundation in single-camera field production and editing in traditional or new media formats. Fundamental aesthetics, technology, and techniques for camera, lighting, sound, and editing will be emphasized, and students will be introduced to preproduction planning, including storyboards and scripts. Credit, 3 semester hours. PREREQ: BRD 1600.

BRD 2800. Computer Animation
Introduction to 3D animation. Theory of animation applicable to television and multimedia systems. Each student produces a video containing animation using various digital content creation tools. Credit, 3 semester hours.

BRD 3130. Broadcast Copywriting
Theory and technique of writing broadcast scripts, especially commercials and some narrative forms. Will include both study and practical application of techniques discussed. Script formats for radio and television included. Credit, 3 semester hours. PREREQ: MCM 2400.

BRD 3140. Broadcast Journalism
The theory and practice of broadcast news, to include covering local and national news and public affairs for radio and televisions. Emphasis will be on gathering and production for broadcast news. Writing for broadcast sports and weather will also be covered. Credit, 3 semester hours. PREREQ: MCM 2400, BRD 2600.

BRD 3150. Broadcast Programming and Management
Fiscal and administrative responsibilities in broadcast operations, including contemporary strategies in TV and radio programming, audience measurement, sales, labor, and promotions. Credit, 3 semester hours. PREREQ: BRD 1600 and MCM 2100.

BRD 3600. Advanced Videography and Editing
Advanced instruction in the art and science of digital videography and postproduction, using professional-grade video cameras and nonlinear editing systems. Students will produce video projects and may participate in WNCP broadcast or webcast activities. Credit, 3 sem. hrs. PREREQ: BRD 2600.

BRD 3800. Media Integration (ART 3800, MUS 3800)
The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student-centered studio environment. Credit, 3 semester hours.

BRD 4160. Broadcast Advertising and Sales
Production of successful broadcast advertising campaigns. Emphasis on creative, practical solutions to problems in broadcast advertising. Credit, 3 semester hours. PREREQ: PRE 2700 or BRD 3130.

BRD 4200. Advanced Broadcast Journalism
Emphasizes integration of television news and television studio production, plus localizing national and international news and reworking public relations material for TV newscasts. Credit, 3 semester hours. PREREQ: BRD 3140.

BRD 4580. Media Integration Production (ART 4580, MUS 4580)
This course is an opportunity for further interdisciplinary study in MI. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 3800.

BRD 4600. Advanced Television Production
An advanced study and practice of television with studio experience in solving the problems of production, design, direction, and performance. Credit, 3 semester hours, PREREQ: BRD 3600.

BRD 4800. Projects in Media Integration (ART 4800, MUS 4800)
This course is an opportunity for advanced interdisciplinary study in MI. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three essential aspects of the University mission—teaching, research, and service—and have the potential to serve as professional examples for student portfolios. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 4580.

JOURNALISM (JRN)

JRN 1610, 1620, 2610, 2620, 3610, 3620, 4610, 4620. Student Newspaper Production
Experience in producing a student newspaper, *The Pine Needle*. Reporting, news and feature writing, editing, layout, photography, typesetting, circulation, and other activities will be offered. Pass/Fail grading. Credit, 1 semester hour each.

JRN 1820, 1830, 1840, 2820, 2830, 2840. Yearbook Production
Experience in the details of producing an extended feature publication through work on the UNC Pembroke yearbook, the *Indianhead*. Activities will include theme development, layout design, feature writing, photography selection/cropping, entering/editing copy at the computer, art work, and general production work. Pass/Fail grading. Credit, 1 semester hour each.

JRN 2600. News Writing and Reporting (PRE 2600)
Study of news story elements, writing of leads, organization and writing of various types of news stories. Experience in news gathering, interviewing and writing news for print media Credit, 3 semester hours. PREREQ: MCM 2400.

JRN 3050. Feature Writing
The writing of articles in-depth for newspapers and magazines. A practical course that ranges widely in terms of possible prose writing experience. Credit, 3 semester hours. PREREQ: MCM 2400.

JRN 3060. News Editing
Duties of the newspaper copy editor, editing techniques, headline and cutline writing, cropping of photography, use of headline schedules, stylebooks and directories. Trends in the design of newspaper pages. Credit, 3 semester hours. PREREQ: JRN 2600.

JRN 3090. Editorial Writing
The study and analysis of editorial writing in major newspapers with special emphasis on principles and practices. Students will actually write editorials for publication. Credit, 3 semester hours. PREREQ: JRN 2600.

JRN 3170. History of American Journalism
A consideration of the inventions, events, and people shaping and influencing journalism in this country. The course will include topics ranging from the invention of the printing press to present-day journalistic practices and personalities. Credit, 3 semester hours. PREREQ: MCM 2100 or consent of instructor.

JRN 3200. Photojournalism (PRE 3200)
Basic visual and technical aspects of photojournalism. Photographic coverage of news, sports, features, events, and other newspaper, magazine, and public relations subjects. The picture story, picture editing, the social documentary tradition in journalism. Credit, 3 sem. hrs. PREREQ: MCM 2400.

JRN 3250. Sports Journalism
A consideration of contemporary sports reporting, including trends and philosophies of sports reporting; writing for major and minor sports; interviewing; features; columns; and legal aspects of sports reporting. Credit, 3 semester hours. PREREQ: JRN 2600.

JRN 3400. Advanced Newswriting and Reporting
Designed to familiarize the student with the total range of reporting possibilities. Each term a field of specialization will be chosen for emphasis. Also introduces copy-reading and news editing. Credit, 3 semester hours. PREREQ: JRN 2600.

JRN 4050. Magazine Writing and Editing
Instruction and practice in planning, writing, and editing copy for magazines. Credit, 3 semester hours. PREREQ: JRN 2600 and JRN 3050.

JRN 4100. Online Journalism
Practice reporting, writing, and producing stories for online media. Hard news and features, modular story structure, linking strategies, use of verifiable and reliable online resources for journalistic research. Credit, 3 semester hours. PREREQ: JRN 3050 or JRN 3400.

JRN 4200. Science Journalism
Reporting and writing about science for newspapers and magazines; interviewing, features, series, columns. Credit, 3 semester hours. PREREQ: JRN 3050 or JRN 2600.

JRN 4600. Investigative Journalism
Practical experience in researching and writing nonfiction articles suitable for publication, using forms, styles, and subject matter appropriate for the tradition known as investigative journalism. Credit, 3 semester hours. PREREQ: JRN 3400 and MCM 4360.

PUBLIC RELATIONS (PRE)

PRE 2200. Public Relations

An introduction to public relations as a part of mass communications, with emphasis on the publicity process, especially writing for newspapers and broadcasting stations. Credit, 3 semester hours. PREREQ: MCM 2100.

PRE 2600. News Writing and Reporting (JRN 2600)

Study of news story elements, writing of leads, organization and writing of various types of news stories. Experience in news gathering, interviewing and writing news for print media Credit, 3 semester hours. PREREQ: MCM 2400.

PRE 2700. Introduction to Advertising

An introduction to the nature and function of advertising, including advertising in newspapers, magazines, radio, television, and other mass media. The relationships among media, messages, and audiences are examined from a mass communication perspective. Credit, 3 semester hours. PREREQ: MCM 2100.

PRE 3200. Photojournalism (JRN 3200)

Basic visual and technical aspects of photojournalism. Photographic coverage of news, sports, features, events, and other newspaper, magazine, and public relations subjects. The picture story, picture editing, the social documentary tradition in journalism. Credit, 3 semester hours. PREREQ: MCM 2400.

PRE 3450. Computer-Assisted Editing and Publication Design

Using computers to edit publications copy and to design newsletters, brochures, pamphlets, and similar printed material. Credit, 3 semester hours. PREREQ: Consent of instructor.

PRE 3500. Organizational Communications

Communication between an organization and its internal publics, especially employees, students, and clients. Study of the behavior of people and their relationships in organizations and how that behavior can be understood, anticipated, coped with, and improved. Credit, 3 semester hours. PREREQ: PRE 2200.

PRE 4070. Public Relations Media

Major forms of public relations writing: news and feature releases, replies to complaint letters, public service announcements, documentaries, copy for video news releases, inverted and magazine forms of news writing, annual reports, and newsletters. Credit, 3 semester hours. PREREQ: PRE 2200, 2600.

PRE 4090. Public Relations Case Studies

Specialized public relations programs, including press relations, community affairs, investor relations, and legislative relations. Emphasis on analyzing and presenting public relations case studies and problems. Credit, 3 semester hours. PREREQ: PRE 2200, 3500.

PRE 4150. Advertising Media

The practice of advertising creation, including strategy, media planning, and execution of advertisements for all forms of mass media. Credit, 3 semester hours. PREREQ: PRE 2700.

PRE 4200. Crisis Communication

In-depth study of the development of strategies and their implementations during public relations crises. Credit, 3 semester hours. PREREQ: PRE 4070.

PRE 4600. Public Relations Campaigns

Senior capstone course building on concepts and skills from earlier coursework. Students use formal and informal research methods to develop a strategic plan, including evaluation strategies, for a "client." Credit, 3 semester hours. PREREQ: PRE 4070, 4090 and MCM 4360.

MATHEMATICS AND COMPUTER SCIENCE

Chair: Steven D. Bourquin

Donald E. Beken	William H. Campbell	Gwenyth Campen
Linda Falls	Joseph W. Goldston**	Linda Hafer
Gangadhar R. Hiremath	Deok-Hyun Hwang	Mary Klinikowski*
Raymond Lee	Charles Lillie	Douglas McBroom
Leszek Piatkiewicz	Mary J. Russell	William Truman
Guo Wei	Laszlo Zsilinszky	

*Undergraduate Mathematics Education Coordinator
**Graduate Mathematics Education Director

Mathematics has been central to human achievement for over three thousand years, important to both intellectual advancement and technological innovation. Many of the theoretical studies in mathematics have evolved and have been refined over a long period of time. Many of the practical aspects of mathematics have become more evident with the advent of calculators and computers. Computer technology is assuming a major role in society. Clearly, the computer revolution is the beginning of a new age of human existence. Many of the problems computer scientists and others will be expected to solve in decades to come have yet to be considered. As such, computing has evolved into a science covering the study of languages, programming, and theoretical concepts. The Department offers courses covering the intellectual and the practical sides of mathematics and computing.

A student of the Department of Mathematics and Computer Science has the opportunity of earning a Bachelor of Science degree (B.S.) in Mathematics, Computer Science, or Information Technology or a Master's degree in Mathematics Education. The Mathematics major also may choose to gain licensure to teach mathematics at the secondary level. The Department offers minors in both mathematics and computer science and also cooperates with the School of Education in offering a teaching specialty area in mathematics for Middle Grades Education majors.

The Departmental faculty welcomes the opportunity to advise the major and non-major alike. Someone thinking of majoring in mathematics and computer science is especially urged to consult with the Department Chair prior to registering for General Education courses. All majors choose advisors and must consult with them each term in order to plan and carry out their program of study.

The Department web pages at www.uncp.edu/mathcs/ contain current information about the activities, the faculty, and the offerings of the department. Department majors are expected to consult the website regularly to remain informed.

Most non-majors fulfill the General Education requirements in mathematics by taking one of MAT 1050, 1070, or 1080. Well-prepared students may select MAT 1090 or 2210 for this purpose.

BACHELOR OF SCIENCE IN MATHEMATICS

Requirements for a Bachelor of Science Degree in Mathematics: Major in Mathematics	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Prospective Mathematics Majors should start with 1090 and CSC 2020 as their General Education courses in mathematics. MAT 1070 & MAT 1080 or MAT 2210 may be used in place of MAT 1090	
Major Requirements	42
MAT 2210, 2220, 2300, 2600, 3150, 3250, 3310, 3600, 4310, 4600, CSC 2020, and 12 additional sem. hrs. of advanced mathematics (PHY 3360 may count for 3 hours)	
Electives	33
	Total: 120

BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12)

Coordinator: Mary Klinikowski

Upon successful completion of the program of study in Mathematics Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area	42
MAT 2210, 2202, 2300, 2600, 3150, 3250, 3310, 3280, 3600, 4110, 4310, 4020, 4600	
CSC 2020	
3 additional hours in advanced mathematics	
Professional Studies	15
EDN 3020, 3120, 3500, 4190, SED 3000	
Content Pedagogy	22
MAT 2500, 3500, 4000, 4490, 4750	
CSC 4050	
General Electives	3
	Total: 127

NOTE: Students who desire teacher licensure in Mathematics Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Requirements for a Bachelor of Science Degree in Computer Science	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Note: Prospective Computer Science Majors should start with MAT 1090 as their first General Education mathematics course. MAT 1070 and MAT 1080 or MAT 2210 may be used in place of MAT 1090	
Major Requirements	44
CSC 1750, 1760, 1850, 2150, 2250, 2260, 2650, 2850, 2920, 3750; MAT 2210, 2220, 3150, 3280	
Four courses from one of the following areas (at least one must be a 4000-level course):	12
Area I: CSC 3350, 3380, 3650, 4010, 4150, 4350, 4450, 4900; MAT 3270	
Area II: CSC 3800, 3910, 3920, 3930, 4010, 4150, 4450, 4810, 4820, 4900	
Note: Students planning to attend graduate school in computer science should take CSC 4010, 4150, 4350, and 4450.	
Other electives	17-19
	Total: 120

*Computer Science majors must take PHY 1500 or PHY 2000 and one course from Biology, Chemistry, or HON 1510 to satisfy the six hours of Natural Science requirements in General Education.

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

Requirements for a Bachelor of Science Degree in Information Technology	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Major Core Requirements	42
CSC 1300, 1750, 1760, 1900, 2050, 2150, 2250, 2260, 2850, 2920	
ITC 2060, 2080	
MAT 2100, 2150	
Major Elective Requirements	12
Four courses from one of the following:	
Area I: Web, database, system, and networking	
ITC 2700, 3100, 3250, 4100, 4800, 4940; CSC 3800	
Area II: Applications software development	
ITC 2700, 3100, 4100, 4200, 4940	
Other Electives	21
	Total: 120

ACADEMIC CONCENTRATION

Requirements for an Academic Concentration in Mathematics	Sem. Hrs.
MAT 1050, 1070, 1080, 2100, 2110, 2150, 4020, CSC 4050	
	Total: 25

MIDDLE GRADES (6-9) LICENSURE IN MATHEMATICS

Students majoring in Middle Grades Education (6-9) are required to complete two teaching specialty areas. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Students majoring in Middle Grades Education (6-9) with a Mathematics teaching specialty area should consult with the Coordinator of Undergraduate Mathematics Education in the Department of Mathematics and Computer Science and the Middle Grades Program Coordinator in the School of Education.

Requirements for Licensure in Mathematics for the B.S. in Middle Grades Education (6-9)	Sem. Hrs.
Mathematics	
MAT 1070 and 1080	
MAT 2100 or 3280, 2110 or 4110, 2150 or 2210, 2300, 3150, 4020 or 4150	
Pedagogy	
MAT 2500, 4000, CSC 4050	
	Total: 33

NOTE: If students place out of required mathematics courses, a total of 24 hours of mathematics must be taken to meet certification requirements.

MINORS

Requirements for a Minor in Mathematics	Sem. Hrs.
MAT 2210, 2220, 3150, 3310, and three additional hours selected from advanced mathematics courses (3000 or above)	18

Requirements for a Minor in Computer Science with Emphasis in Programming	Sem. Hrs.
CSC 1750, 1760, 1850, 2150, 2250; one course from CSC 1300, 2260, 2650, 2850, or 2920	18

Requirements for a Minor in Computer Science with Emphasis in World Wide Web	Sem. Hrs.
CSC 1300, 1750, 1760, 1900, 2260, 3380	18

Requirements for a Minor in Information Technology	Sem. Hrs.
CSC 1300, 2050, and either 1850 or 1900; ITC 2060, 2080; one course from ITC 4100, 4200, 4800, 4940	18

COURSES

MATHEMATICS (MAT)

MAT 0104. Fundamentals of Mathematics

A study of topics in algebra that are essential for success in college algebra (MAT 107). Content includes solving of linear equations and inequalities as well as systems of linear equations and inequalities. Topics from geometry, polynomials, factoring, rational expressions, and radicals are also studied. (This course does not count toward earned hours or graduation requirements. Most students will be placed in this course by scores on the Mathematics Placement Test.) Fall, Spring. Credit, 3 semester hours.

MAT 1050. Introduction to College Mathematics

Topics from mathematics which may include sets, logic, algebra, graphs, functions, systems of linear equations and inequalities, geometry, probability, and statistics. Problem solving is emphasized. This course is intended to be a general education course and NOT a preparation for college algebra. Some sections of the course will develop a theme for the applications of mathematical concepts. (Credit for MAT 1050 will not be allowed if the student has previously received a grade of C or better in a math course with a higher catalog number, unless the course is being taken to replace a grade or to fulfill a requirement.) Fall, Spring, Summer. Credit, 3 semester hours.

MAT 1070. College Algebra

A study of the real and complex number systems, algebraic expressions and equations, polynomial and rational functions and their graphs, inequalities and their graphs, exponential and logarithmic functions and their graphs, systems of equations, and conic sections. This course is intended to be a preparation for calculus (MAT 2150 and MAT 2210). Fall, Spring, Summer. Credit, 3 semester hours. A very good understanding of high school algebra is required.

MAT 1080. Plane Trigonometry

A study of angle measures, trigonometric functions and their values, inverse trigonometric functions and their values, graphs of trigonometric and inverse trigonometric functions, solutions of right and oblique triangles, trigonometric identities and equations, polar coordinates, vectors, and rotation of axes. This course is intended to be a preparation for calculus (MAT 2210). Fall, Spring, Summer. Credit, 3 sem. hours. PREREQ: MAT 1070.

MAT 1090. Precalculus

This course is an accelerated version of MAT 1070 and MAT 1080 combined. See both course descriptions for a list of topics covered. This course is intended as a rapid review of the topics in

preparation for calculus. Fall, Spring. Credit, 4 semester hours.

MAT 1180. Finite Mathematics

Set theory, symbolic logic, permutations and combinations, probability, conditional probability, matrices and systems of equations. Some applications to stochastic processes, Markov chains, linear programming, statistics. As announced. Credit, 3 semester hours. PREREQ: MAT 1070 or equivalent.

MAT 2100. Introduction to Statistics

Elementary statistics, descriptive and inferential. Graphing data sets, finding measures of center, position, and dispersion. Probability, linear regression and correlation. Central Limit Theorem, sampling and hypothesis testing, including z-tests, student's tests, F-test, Chi-Square, and ANOVA. The use of calculators and computers is an integral part of the course. Fall, Spring, Summer. Credit, 3 semester hours. Recommended PREREQ: MAT 1070 or equivalent.

MAT 2110. Survey of Geometry

Topics covered involve: Plane and Solid Geometry, Coordinate Geometry, Transformational Geometry, Trigonometry, Logic, and Measurement Systems. These topics will emphasize fundamental concepts: points, lines, planes, angles, polygons, circle, perimeter, area, surface area, volume, and construction of figures. Various types of technology will be incorporated throughout the course. As announced. Credit, 3 semester hours. PREREQ: MAT 1070 and 1080 or equivalent.

MAT 2150. Calculus with Applications

Required for Biology majors. Not open to Mathematics majors. A study of functions of one variable; derivatives, integrals and their applications to Biological Sciences and Business. Special attention will be given to exponential functions with respect to growth and decay applications. Topics of multi-variable calculus will also be included. Fall, Spring, Summer. Credit, 4 semester hours. PREREQ: MAT 1070 or MAT 1090 or equivalent.

MAT 2210. Calculus I

Study of functions of one variable, topics from analytic geometry, limits and continuity; differentiation of algebraic functions; curve sketching; various applications chosen from physics, economics, and optimization. Fall, Spring, Summer. Credit, 4 semester hours. PREREQ: MAT 1070 and MAT 1080, or MAT 1090, or equivalent.

MAT 2220. Calculus II

A study of integrals, the definite integral, the fundamental theorem of the calculus, applications of the definite integral. The derivative and integral of exponential, logarithmic, trigonometric and inverse trigonometric functions; and techniques of integration. Fall, Spring, Summer. Credit, 4 semester hours. PREREQ: C or better in MAT 2210.

MAT 2300. Introduction to Advanced Mathematics

Introduction to set theory, elementary concepts of the topology of the real line and the plane, elementary logic, and techniques of proof. Spring. Credit, 3 sem. hours. PREREQ: MAT 2210 or 2150.

MAT 2500. Introduction to Teaching Mathematics in Middle Grades and Secondary Schools

Designed to provide an overview of mathematics in the secondary school and early experiences for prospective mathematics teachers. These experiences include a planned program of observational and participatory experience in the mathematics classroom. Spring. Credit, 2 semester hours. PREREQ: EDN 3020, MAT 2210 or 2150.

MAT 2600. Connections in Mathematics I

This seminar course is designed to help mathematics and mathematics education majors connect and deepen their mathematical understandings of calculus-related topics. Emphasis will be placed on research and communication of mathematical ideas. Major course work will include production of

portfolio artifacts that represent the major's development of understanding in the mathematics curriculum. As announced. Credit, 1 semester hour. PREREQ/COREQ: MAT 2220.

MAT 3150. Linear Algebra I
An introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, inverses, rank, determinants, inner products. Applications of matrices to problems involving systems of equations. Fall, Spring. Credit, 3 semester hours. PREREQ: MAT 2210 or 2150.

MAT 3170. Linear Algebra II
Eigenvalues and eigenvectors, similarity of matrices, reduction of matrices to diagonal form. Cayley-Hamilton theorem, minimum polynomial, Jordan canonical form. Hermitian, unitary, and normal matrices, orthonormal basis, Gram-Schmidt process. Simplification of quadratic forms and other applications. As announced. Credit, 3 semester hours. PREREQ: MAT 3150.

MAT 3250. Algebra I
Introduction to groups, integral domains, rings and fields, with further study of subgroups, cyclic groups, groups of permutations, isomorphisms and homomorphisms of groups, direct products, and factor groups. Fall. Credit, 3 sem. hrs. PREREQ: MAT 2300; PREREQ or COREQ: MAT 3150.

MAT 3260. Algebra II
Further topics in group theory; rings, integral domains, fields, ideals, quotient rings, homomorphisms, direct sums, polynomial rings, extension fields. As announced. Credit, 3 semester hours. PREREQ: MAT 3250.

MAT 3270. Numerical Analysis
An introduction to the solution of mathematical problems by computational techniques, including both finite and iterative methods and error analysis. Spring. Credit, 3 semester hours. PREREQ: MAT 3150, 3310, and one high-level programming language.

MAT 3280. Probability and Statistics I
Probability, sample spaces, counting techniques, random variables, discrete and continuous distribution functions, characteristics functions. Binomial, Poisson, and normal distributions. Central limit theorems. Fall. Credit, 3 semester hours. PREREQ: MAT 2220.

MAT 3300. Probability and Statistics II
Introduction to common theoretical distributions, central limit theorems, two dimensional random variables, sampling distributions, confidence intervals, hypothesis testing, regression theory and applications. As announced. Credit, 3 semester hours. PREREQ: MAT 3310, 3280.

MAT 3310. Calculus III
A continuation of Calculus I and II from an advanced viewpoint. L'Hospital's rule, improper integrals, Taylor's theorem, infinite series. Multi-variable calculus: limits, continuity, partial derivatives, extrema, iterated integrals, and applications. Fall, Spring. Credit, 4 semester hours. PREREQ: C or better in MAT 2220.

MAT 3320. Differential Equations
An introduction to ordinary differential equations including classification of solutions to differential equations, existence and uniqueness of solutions, power series methods, initial value problems, and applications. Spring. Credit, 3 semester hours. PREREQ: MAT 3310.

MAT 3500. Teaching Mathematics with Technology
The application of computer software and other technologies specifically used in the mathematics classroom, with their inclusion in appropriate lesson plans. Classroom management of instructional technology will be emphasized. This course is designed as a preservice course for teachers and may not be used as an advanced MAT or CSC requirement. As announced. Credit, 2 semester hours. PREREQ: Permission of instructor.

MAT 3600. Connections in Mathematics II
This seminar course is designed to help mathematics and mathematics education majors connect and deepen their mathematical understandings of proof. Emphasis will be placed on research and communication of mathematical ideas. Major course work will include production of portfolio artifacts that represent the major's development of understanding in the mathematics curriculum. As announced. Credit, 1 semester hour. Prerequisites: MAT 2300, 2600; PREREQ/COREQ 3150.

MAT 4000. Methods of Teaching Mathematics in Middle Grades and Secondary Schools (EDN 4000)
Presents modern techniques, methods, materials, and assessment practices in the teaching of mathematics. Directed observation in middle or high school mathematics classes. Laboratory work provides experience in developing lesson plans that utilize materials and methods appropriate for classroom use. *NOTE: This course should precede teaching internship by no more than one academic year. Fall. Credit, 3 semester hours.* PREREQ: MAT 2500.

MAT 4020. A Historical Development of Mathematics
A study of the development of mathematics in its historical setting from its earliest beginnings to modern times. Note: This course may not be used as an Advanced Mathematics requirement for the major in Mathematics. Spring. Credit, 3 semester hours. PREREQ: MAT 2210 or 2150.

MAT 4110. College Geometry
A rigorous development of metric and synthetic approaches to Euclidean and non-Euclidean geometries using an axiomatic format. Similarities and differences among definitions, axioms, theorems, and postulates of non-Euclidean geometries will be considered. The relationship of these geometries to Euclidean geometry will also be studied. Fall. Credit, 3 semester hours. PREREQ: MAT 2300; PREREQ or COREQ: MAT 3150.

MAT 4150. Theory of Numbers
An introduction to the properties of integers, prime and composite numbers, Fermat's Theorem, arithmetic functions, quadratic residues, Diophantine equations, continued fractions and congruences. As announced. Credit, 3 semester hours. PREREQ: MAT 2210 or 2150.

MAT 4220. Applied Mathematics
Introduction to mathematical modeling. Techniques and properties of discrete and continuous models. Case studies. Fall. Credit, 3 semester hours. PREREQ: MAT 3150 and MAT 3320.

MAT 4310. Real Analysis I
An introduction to modern mathematical analysis with careful attention to topics of elementary and intermediate calculus of one or more variables. Topics include convergence of sequences and series, mean value theorems, the Cauchy criterion, integrability. Fall. Credit, 3 semester hours. PREREQ: MAT 2300 and 3310.

MAT 4320. Real Analysis II
A continuation of Advanced Calculus I including such topics as the total derivative of multi-variable functions, transformations of Rn, representations of functions by series and integrals, and uniform convergence. As announced. Credit, 3 semester hours. PREREQ: MAT 4310.

MAT 4440. Complex Analysis
Complex numbers, analytic functions, conformal mappings, contour integration, Cauchy's theorem and integral formula. Taylor and Laurent expansions, analytic continuation, and Liouville's theorem. As announced. Credit, 3 semester hours. PREREQ: MAT 3310.

MAT 4490. Internship in Mathematics in the Secondary School
Provides a semester-long full-time teaching experience in an off campus public school setting. Pass/Fail grading. Spring. Credit, 9 semester hours. PREREQ: MAT 4000

MAT 4600. Connections in Mathematics III

This seminar course is designed to help mathematics and mathematics education majors connect and deepen their mathematical understandings of advanced analysis and technology. Emphasis will be placed on research and communication of mathematical ideas. Major course work will include production of portfolio artifacts that represent the major's development of understanding in the mathematics curriculum. As announced. Credit, 1 semester hour. PREREQ: MAT 3600.

MAT 4750. Professional Seminar in Secondary Mathematics

A seminar designed to parallel the full-semester student teaching experience. Emphasis will be placed on the appropriate application of methods of teaching and assessment in a clinical setting. Proper use of instructional materials, participation in the reflective teaching process, and opportunities for professional development and growth will be emphasized. As announced. Credit, 3 semester hours. PREREQ: Admission to Professional Semester.

MAT 4990. Independent Study

Offered for mathematics majors on approval of the Department Chair. Credit, 1-3 semester hours.

MATS 4xxx. Special Topics (Variable Title)

A study of special topics in mathematics or mathematics education. May be repeated to a maximum of 6 hours. As announced. Credit, 1-3 semester hours. PREREQ: Permission of instructor.

COMPUTER SCIENCE (CSC)

CSC 1000. Introduction to Computers

The content of this course includes a discussion of computer hardware, computer software, the history of computing, and typical applications of computers. A significant amount of time is devoted to such applications as word processing, spreadsheets, databases, and graphics. Additional topics for discussion include a brief introduction to computer languages, effects of computers on society and the individual, data communications, and artificial intelligence. Fall, Spring, Summer. Credit, 3 semester hours.

CSC 1300. WWW Information

Introduces students to the World Wide Web, focusing on the techniques of web page creation. No programming background is required, although students will learn some programming through scripting languages. Spring. Credit, 3 semester hours.

CSC 1550. Foundations of Computing

Overview of the local computing environment. History of digital computers. Introduction to computer organization, data representation, and programming. Fall, Spring, Summer. Credit, 3 sem.hrs.

CSC 1750. Introduction to Algorithms

Introduces a two-part survey of computing applications and algorithmic principles. This course introduces the range of algorithmic concepts and constructs in a particular programming language. The follow-on course, CSC 185, extends the conceptual foundation and expands the programming language context. Topics include data representation, simple I/O, arrays, subprograms, searching, sorting, and merging. Techniques of problem solving, stepwise refinement, and documentation are also covered. Spring, every other Fall, Summer. Credit, 3 semester hours. COREQ: CSC 1760

CSC 1760. Introduction to Programming

This is an intense course in programming implementing concepts of structured programming and algorithmic analysis with emphasis on application. Spring, every other Fall, Summer. Credit, 3 semester hours. COREQ: CSC 1750.

CSC 1850. Object-Oriented Programming

Builds on the foundation provided by CSC 1750 to provide students with immersion in program-

ming experience and associated techniques, with a focus on the object oriented paradigm. Topics include control flow, debugging and testing, string processing, searching and sorting, recursion, and stacks and linked lists. Emphasis on effective software engineering practices, including incremental development, systematic testing, and hypothesis driven debugging of software artifacts. Fall, every other Spring. Credit, 3 semester hours. PREREQ: MAT 1090 or MAT 1070 & MAT 1080 and C or better in CSC 1750 and CSC 1760.

CSC 1900. JAVA Programming

A first course in programming Java using concepts of structured programming and algorithmic analysis with emphasis on application. As announced. Credit, 3 semester hours. PREREQ: CSC 1750 and 1760.

CSC 2020. Microcomputer Programming

A first course in microcomputer programming emphasizing both numeric and string processing, and structured programming. (Visual BASIC and Delphi) using IBM compatible computers. Fall, Spring. Credit, 3 semester hours. PREREQ: CSC 1000, or CSC 1550, or permission of instructor.

CSC 2050. Introduction to Programming—C

A first course in programming the C-Language using concepts of structured programming and algorithmic analysis with emphasis on application. As announced. Credit, 3 semester hours. PREREQ: CSC 1550.

CSC 2150. Discrete Structures

Offers an intensive introduction to discrete mathematics as it is used in computer science. Topics include functions, relations, sets, propositional and predicate logic, simple circuit logic, proof techniques, elementary combinatorics, and discrete probability. Fall, every other Spring. Credit, 3 semester hours. PREREQ: MAT 1070 or MAT 1090 or MAT 2210 and CSC 1750, 1760.

CSC 2250. Fundamentals of Computer Systems

Introduces the student to computer hardware and software interfaces. Topics include computer structure, machine language, assembly language, addressing modes, file structures, I/O, memory management, and assemblers, linkers, and loaders. Spring, every other Fall. Credit, 3 semester hours. PREREQ: CSC 2150 and CSC 1850. [CSC 1850 is a corequisite with a B or better in CSC 1750.]

CSC 2260. Operating Systems and Networking

Introduces the fundamentals of operating systems together with the basics of networking and communications. Fall, every other Spring. Credit, 3 semester hours. PREREQ: C or better in CSC 1750 and 1760.

CSC 2650. Digital Logic

Covers basic concepts of computer engineering and science from digital logic circuits to the design of a complete microcomputer system, presenting an understanding of principles and basic tools required to design typical digital systems such as microcomputers. Fall, every other Spring. Credit, 3 semester hours. PREREQ: C or better in CSC 2150.

CSC 2800. Information and Knowledge Management

Uses the idea of information as a unifying theme to investigate a range of issues in computer science, including database systems, artificial intelligence, human–computer interaction, multimedia systems, and data communication. As announced. Credit, 3 semester hours. PREREQ: CSC 1850 and CSC 2150.

CSC 2850. Data Structures

Design of algorithms. Graphs, paths, and trees. Analysis of algorithms for internal and external sorting, searching, and merging. Hashing. Algorithms for dynamic storage allocation. Spring, every other Fall. Credit, 3 semester hours. PREREQ: CSC 2150 and C or better in CSC 1850.

CSC 2920. Software Development and Professional Practices

The course material combines a range of topics integral to the design, implementation, and testing of a medium scale software system with the practical experience of implementing such a project as a member of a programmer team. In addition to material on software engineering, this course also includes material on professionalism and ethical responsibilities in software development and human–computer interaction. Spring, ever other Fall. Credit, 3 semester hours. PREREQ: CSC 1850.

CSC 3350. Network Management

Presents the five conceptual areas of network management as defined by the International Organization for Standardization (ISO): performance management, configuration management, accounting management, fault management, and security management. This course covers networking technologies such as Ethernet, bridges, and switches. It addresses network management architectures and protocols to lay the foundation for SNMP management, broadband management, and TNM. Some network management applications, tools to monitor network parameters, and network management systems to manage networks are included. Spring. Credit, 3 semester hours. PREREQ: CSC 1850, 2260.

CSC 3380. Programming for the World Wide Web

In this course, students will gain experience with the programming techniques, technologies, and issues associated with the Internet. Topics include network programming with sockets, TCP/IP, the HTTP protocol, web-servers, browsers, security, authentication, distributed objects, and client-server computing. This is a project-oriented course in which students will be expected to develop software using a variety of programming languages. Spring. Credit, 3 semester hours. PREREQ: CSC 1850 or 1900 and CSC 2260.

CSC 3650. Introduction to Computer Architecture

Introduces students to the organization and architecture of computer systems, beginning with the standard von Neumann model and then moving forward to more recent architectural concepts. Fall. Credit, 3 semester hours. PREREQ: CSC 2650 and CSC 2250.

CSC 3750. Programming Languages

This is an introduction to the design and implementation of programming languages, including a survey of several major languages and their features. Material covered will emphasize implementation details. Fall, every other Spring. Credit, 3 semester hours. PREREQ: CSC 2250.

CSC 3800. Datebase Management Systems

The course covers the goals of DBMS including data independence, relationships, logical and physical organizations, schema, and subschema. Hierarchical, network, and relational models are covered with an emphasis on the relational model. Small SQL queries are created and examined. Fall. Credit, 3 semester hours. PREREQ: CSC 2850.

CSC 3910. Software Engineering

Software Engineering is the study of the software process, in particular the analysis, design, implementation, testing, maintenance, and documentation of a software system. This course introduces the fundamental software engineering concepts and terminology, presents formal models of structured design and programming, and aims to give students both a theoretical and a practical foundation. The primary focus of the class will be on learning modern software methods and tools that can be applied on a project in CSC 4900. Topics covered include information hiding, iterative enhancements, structured programming teams, program libraries, walkthroughs, and documentation. Fall. Credit, 3 semester hours. PREREQ: CSC 2920.

CSC 3920. Software Process Improvement

This course is an introduction to the CMMI framework, emphasizing understanding, evaluation, and integrated process improvement. Topics include software process assessment, the Capability Maturity

Model for Software, other approaches to software process assessment. This course presents a survey on the use of SPI and software process assessment (SPA) as practiced by large and small companies. Every other Spring. Credit, 3 sem. hrs. PREREQ: CSC 3910.

CSC 3930. Component-Based Computing

Analyzes the fundamental problems that must be solved by middleware in order to provide complete and transparent interoperability between distributed components. The course illustrates the state of the art with respect to how the fundamental problems are solved in practice and provides a hands-on experience developing distributed applications using the most important standards. Every other Spring. Credit, 3 semester hours. PREREQ: CSC 3910.

CSC 4010. Theory of Computation

Introduces the student to formal language theory, finite automata, regular expressions, and regular grammars; pushdown automata; context free grammars; and context sensitive grammars. Fall. Credit, 3 semester hours. PREREQ: CSC 2250, CSC 2850.

CSC 4050. Current Topics in Computers in Education

The application of computer software in the classroom, including integration of software with lesson plans. Additional topics include matching software to the most appropriate hardware. This course is designed as a pre-service course for teachers and may not be used as an advanced MAT or CSC requirement. It is not to be counted toward the Mathematics Concentration at the Graduate level. As announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

CSC 4150. Translators and Compilers

This course covers interpreters, assemblers, and compilers. The student will study grammar, languages, syntax, semantics, and BNF. Course material covers parsing, symbol tables, one- and two-pass compilers, and code generation. The course has a programming project. Spring. Credit, 4 semester hours. PREREQ: CSC 4010.

CSC 4350. Operating Systems

This course covers the basic functions of an operating system. Topics covered include process management and scheduling, memory management and paging algorithms, I/O management, file management, deadlock, and operating system security. Fall. Credit, 3 semester hours. PREREQ: MAT 2220.

CSC 4450. Design and Analysis of Algorithms

This course covers time and space complexity of algorithms. Survey of various design techniques such as "divide and conquer" and the "greedy" method is covered. Program verification and validation as well as NPComplete and NPHard problems are discussed. Fall. Credit, 3 semester hours. PREREQ: CSC 2850, and MAT 2220.

CSC 4810. Data Mining

This course covers the principles underlying data mining algorithms and their applications. Algorithms that include trees and rules for classification and regression, association rules, belief networks, classical statistical models, nonlinear models such as neural networks, and local "memory-based" models are presented and examined. Examples showing how all of the preceding analysis fits together are presented. Topics include the role of metadata, how to handle missing data, and data preprocessing. Every other Spring. Credit, 3 semester hours. PREREQ: CSC 3800.

CSC 4820. Data Warehousing

The basic elements of data warehousing are described. Topics of project management, defining business requirements, the architecture and infrastructure, the role of metadata, implementation, growth, and maintenance are covered. Every other Spring. Credit, 3 semester hours. PREREQ: CSC 3800.

CSC 4900. Advanced Software Project

An assigned, group or individual, in-depth programming project includes problem definition, re-

quirements analysis, design, implementation, documentation, and testing. Spring. Credit, 4 semester hours. PREREQ: CSC 2250 and CSC 2850.

CSC 4990. Independent Study

Open to seniors in Computer Science with a quality point average of 3.0 in the major and with approval of the Department Chair. Written and oral reports are required. As announced. Credit, 1-3 semester hours.

CSCS 4xxx Special Topics (Variable Title)

A study of special topics in computer science. The selected topics will be an in-depth study of a content area, or they will be selected over the breadth of a content area. As announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

INFORMATION TECHNOLOGY (ITC)

ITC 2060. Human–Computer Interaction

This course provides students with a comprehensive account of the field of human–computer interaction (HCI). HCI is a multidisciplinary field of study concerned with how humans interact with software and hardware interfaces. The interplay between people and computers in applications such as multimedia, virtual environments, and computer supported cooperative work, will be investigated. Theories of human information processing, human behavior, and their implications for user-centered design of interfaces are explored. Students learn principles and guidelines needed to develop high quality interface designs that users can understand, predict, and control. The application of the usability engineering process, including analysis, design, prototyping and testing will new studied. Credit, 3 semester hours. PREREQ: CSC 1300, 2050, and either CSC 1850 or 1900.

ITC 2080. Introduction to System Administration and Shell Scripting

This course provides students with tools and techniques used in administration of computing systems. Unix/Linux and Windows will be among systems studied. Topics covered include file systems, files security, editors, file processing, shell scripting programming, and system utilities. Students will learn system installation, halting and booting the system, file and directory permission structures, print and disk quotas, device configuration and management, and user account administration. Students also explore tools and techniques used to script common tasks in operating system environments. Students will gain experience in writing scripts in Unix/Linux and Windows operating systems. Credit, 3 semester hours. PREREQ: CSC 2050 and either CSC 1850 or 1900.

ITC 2700. Computer Network and Data Communication

This course introduces students to the fundamentals of computer networks, data communications hardware and software, and use of these components in computer networks. Students will investigate issues of networking from the lowest levels of data transmission and wiring to the highest levels of application software, explaining how underlying technologies provide services and how Internet applications use those services. Topics covered include OSI model, LAN, WAN, packet transmission, internetworking, TCP/IP, WWW, Java technology, network control, and performance considerations. Credit, 3 semester hours. PREREQ: CSC 2050 and either CSC 1850 or 1900.

ITC 3100. Website Development and Multimedia.

This course builds on the basic aspects of XHTML, Internet, and Web technologies as well as computer-mediated communication, and basic Internet applications such as telnet, FTP, and WWW techniques. Students are assumed to have had experience in Web page development and publishing. Topics covered in this course include fundamental Web design concepts such as usability, accessibility, information design, and graphic design in the context of the Web. User-centered Web design and development, definition of the site mission and the target user population, methods for gathering requirements, conceptual design of Web site, site architecture, page layout, physical design, usability testing, implementation, marketing, maintenance, and evaluation will also be explored. This course also provides introduction to multimedia (audio, video, as well as speech synthesis and recognition),

and multimedia programming, cascading style sheets, and DHTML. Credit, 3 semester hours. PREREQ: ITC 2060.

ITC 3250. System Administration

This course introduces students to the essential knowledge and skills that system administrators possess. This course reviews the basic operating system concepts, including process and thread management, memory management, file systems, and input/output systems as well as various administration services. It covers system administration topics focuses on integrating systems and user support services. Topics explored include security, user and group administration, system update and maintenance, backup and restore technologies, as mass storage technologies. Credit, 3 semester hours. PREREQ: ITC 2080 and 2700.

ITC 4100. Web Database Development

This course builds on the distributed client/server DBMS and Web technologies. Web client-side, database server-side, and web-server side issues associated with a three-tier DBMS implementation will be investigated. Students will implement a three-tier DBMS application. A database backend will be designed and implemented using a standard DBMS product and the Open Source DBMS Software. Students will construct a web server and implement client/server connectivity. Students will develop tools to monitor and measure performance of an implementation. Programming projects are required. Credit, 3 semester hours. PREREQ: CSC 3800 and ITC 3100.

ITC 4200. Windows and Game Programming

This course provides students with Windows programming techniques, and explores game programming skills and strategies. Students will learn how to develop stand alone applications windows, dialog boxes, option buttons, check boxes, menus, help facilities. It also covers DLL (dynamic link libraries), and how to use Windows API (application program interface), DDE (dynamic data exchange), and multimedia application. Credit, 3 semester hours. PREREQ: ITC 3100.

ITC 4800. Advanced Computer Systems

This course explores topics focused on services in an enterprise environment characterized by a high degree of complexity, large scale, and heterogeneity. It discusses topics such as computational and data grid computing, cluster computing, the role of Information Technology in large organization, and virtualization of services. Credit, 3 semester hours. PREREQ: ITC 3250.

ITC 4940. Capstone Project in Information Technology

Capstone IT project to be taken by graduating students in the Information Technology curriculum. Credit, 3 semester hours. PREREQ: Senior standing in BSIT.

ITC 4950. Independent Study in Information Technology

Students will work independently under the supervision of a faculty advisor on a topic not covered in other courses. Proposal must be approved and signed by a faculty member. Credit, 3 semester hours. PREREQ: Permission of instructor.

ITC 4960. Information Technology Internship

A cooperative educational experience is available for those students who want to gain industrial experience. Department Chair's approval is required. Credit, 3 semester hours. PREREQ: Junior or senior standing in BSIT.

ITCS 4xxx. Special Topics in Information Technology

Current topics and advances in Information Technology are studied. Credit, 3 semester hours. PREREQ: Permission of the instructor.

GRADUATE COURSES

See the School of Graduate Studies section of the Catalog.

MUSIC

Chair: Janita K. Byars*

Timothy Altman	Larry D. Arnold	Harold Davis
Joanna Ross Hersey	Jaeyoon Kim	Elizabeth W. Maisonpierre
Jonathan Maisonpierre	David Martin Spitzer	Robyn Stevens
Aaron Vandermeer	Tracy Wiggins	Gary K. Wright**

*Graduate Music Education Director
**Undergraduate Music Education Coordinator

The Department of Music is an accredited institutional member of the National Association of Schools of Music. The mission of the Department of Music is to offer all students who have demonstrated interest and ability in music the opportunity to continue further study either for a profession or an avocation, and to educate students in such a way that they understand and appreciate music not only as an art form with a rich historical and cultural heritage, but as an ongoing, contemporary endeavor that incorporates traditional and technological advancements through individual and group participation.

The goals of the Department of Music are: 1) to provide comprehensive musical training for teachers of vocal and instrumental music; 2) to prepare a student for a career as a teacher in elementary or secondary schools through an understanding and application of the National Standards in Music; 3) to promote musical literacy among all students; 4) to provide comprehensive musical training for students wishing to seek employment in the music business area; 5) to encourage professional awareness; 6) to provide outreach, support, and encouragement to area public school teachers and students in the form of workshops, festivals, and clinics; 7) to provide a well-rounded course of study for those students pursuing a professional career by continuing in graduate work; 8) to encourage a desire for continued learning in the field of music and the ability to form and defend evaluative judgments about music; 9) to provide experiences which the music student and the general university student will find rewarding in developing their cultural sensitivity; and 10) to provide public programs and concerts to enrich the cultural life of the university and community.

The music faculty of The University of North Carolina at Pembroke believe that true musicianship is the synthesis of knowledge acquired through active participation in the study, performance, and creation of music and through the discipline required to gain the physical, listening, and interpretive skills to master the instrument that has been chosen to be the vehicle for communication of the art.

Furthermore, the music faculty believes that this synthesis happens one step at a time, building on a firm foundation and rising to the highest goal attainable. It is nurtured with positive encouragement from mentors, peers, and oneself. The faculty strives to establish an atmosphere of support in which faculty and students work together to be the best that they can be. Supporting this synthesis of study, performance, and creation of music is the requirement for the creation and maintenance of a comprehensive portfolio. A successful review of the portfolio, its artifacts, and related self-reflection is required prior to graduation.

Please note that all prospective music majors, lateral entry candidates, and students seeking an academic concentration in music must audition in order to gain acceptance into one of the music degree programs as well as gain approval of the specific performance (applied music) area.

Also please note that the department's ensemble offerings (see below - MUS 1000/4020, MUS 1070/4080; MUS 1120/4120, MUS 1160/4170, MUS 1180/4180, MUS 1191/4211, MUS 1380/4390; MUS 1410/4420; MUS 1560/4570; MUS 1620/4630; MUS 1640/4640, MUS 1650/4660; and MUS 1730/4740) are open to all students regardless of major. An audition is required for a number of these ensembles.

BACHELOR OF ARTS IN MUSIC

Requirements for a Bachelor of Arts in Music	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	33-36
MUS 1000 or 1160 or 1410, 1010 or 1170 or 1420, 1140, 1150, 1810 or MUSP 1020[1], 1820 or MUSP 1030[1], 2000 or 2160 or 2410, 2010 or 2170 or 2420, 2140, 2150, 2810 or MUSP 2020[2], 2940 [3], 2930 [4], 3000 or 3160 or 3410, 3010 or 3170 or 3420, 3290, 3340, 3970, 4010 or 4160 or 4410; MUSL 1140, 1150 2140, 2150	
Applied Music (MUSP)	7[5]/14[6]
Music Electives	9-12
Academic Electives	27-28
	Total: 128

[1]Non-keyboard majors only.
[2]Vocal majors only.
[3]MUS 2940 does not meet General Education requirements in this degree program.
[4]MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.
[5]Non-keyboard majors
[6]Keyboard majors
*Students who plan to pursue a degree in music should consult with the Department Chair prior to registering in General Education courses.

Requirements for a Bachelor of Arts in Music with Elective Studies in Business	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Core Music Requirements	31-34
MUS 1000 or 1160 or 1410, 1010 or 1170 or 1420, 1140, 1150, 1810 or MUSP 1020[1], 1820 or MUSP 1030[1], 2000 or 2160 or 2410, 2010 or 2170 or 2420, 2140, 2150, 2810 or MUSP 2020[2], 2940[3], 2930[4], 3000 or 3160 or 3410, 3010 or 3170 or 3420, 3290, 3340, 3970, 4010 or 4160 or 4410, 4040; MUSL 1140, 1150, 2140, 2150	
Applied Music (MUSP)	14
Additional Concentration Requirements	34-35
MUS 1000[5], 2250, 2260, 2270, 2280, 4340, 4550; ACC 2270; ECN 1000[6]; MGT 3030; MGT 3060; MKT 3120; MKT 4300	
Electives	4-7
	Total: 128

[1]Non-keyboard majors only.
[2]Vocal majors only.
[3]MUS 2940 fulfills the Fine Arts requirement in General Education.
[4]MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.
[5]If major ensemble credit is University Band or Orchestra (MUS 1410- 4410 or 1160-4160)
[6]ECN 1000 fulfills the Economics requirement in General Education.

BACHELOR OF MUSIC

Requirements for a Bachelor of Music in Musical Theatre	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Music Requirements	43
MUS 1000, 1010, 1120, 1140, 1150, 1640, 1810, 1820, 2000, 2010, 2120, 2140, 2430, 2440, 2640, 2810, 2940[1], 2930[2], 2980, 3000, 3010, 3430, 3440, 3640, 4040; MUSL 1140, 1150, 2140	
Applied Music (MUSP)	14
Theatre/Speech Requirements	24
THE 1640, 1650, 1810, 1820, 2010, 2070, 2330, 2500, 3010, 3170, 3530, 4010	
General Electives	2
	Total: 128

[1]MUS 2940 fulfills the Fine Arts requirement in General Education.

[2]MUS 2930 fulfills the Humanities (Fines Arts) Elective requirement in General Education.

*Students who plan to pursue a degree in music should consult with the Department Chair prior to registering for General Education courses.

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: Gary K. Wright

Upon successful completion of the program of study in Music Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(39)*
Specialty Area—Select one Emphasis (*6 semester hours may count toward General Ed)	51
Vocal Emphasis:	
MUS 1000, 1010, 2000, 2010, 3000, 3010, 4010	
MUS 1810 or MUSP 1020, MUS 1820 or MUSP 1030, MUS 2810 or MUSP 2020	
MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150	
MUS 2250, 2260, 2270, 2280, 2940[1], 2930[2], 3290, 3300, 3340, 3970, 4040	
Instrumental Emphasis:	
MUS 1000, 1160 or 1410, 1170 or 1420, 2160 or 2410, 2170 or 2420, 3160 or 3410, 3170 or 3420, 4160 or 4410	
MUS 1810 or MUSP 1020, MUS 1820 or MUSP 1030	
MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150	
MUS 2250, 2260, 2270, 2280, 2940[1], 2930[2], 3290, 3300, 3340, 3970, 4040	
Keyboard Emphasis (Vocal Orientation):	
MUS 1000, 1010, 2000, 2010, 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150	
MUS 2250, 2260, 2270, 2280, 2940[1], 2930[2], 3290, 3300, 3340, 3350, 3360, 3970, 4040, 4250, 4350	

Keyboard Emphasis (Instrumental Orientation):
MUS 1000, 1160 or 1410, 1170 or 1420, 2160 or 2410, 2170 or 2420, 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2940[1], 2930[2], 3290, 3300, 3340, 3350, 3360, 3970, 4040, 4205, 4350
All students: Applied Music (MUSP) 14 hours

Professional Studies 15
EDN 3020, 3100, 3500, 4190, SED 3000

Content Pedagogy 17
MUS 4000, 4750; EDN 4490
MUS 4050 (Vocal Emphasis and Keyboard Emphasis [Vocal Orientation])
MUS 4200 (Instrumental Emphasis and Keyboard Emphasis [Instrumental Orientation])

Total: 128

[1]MUS 2940 fulfills the Fine Arts requirement in General Education.
[2]MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

NOTE: Students who desire teacher licensure in Music Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATION

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of Music offers an Academic Concentration of 18 semester hours. Please note that all perspective students wishing to pursue this option must audition for acceptance into this program.

Requirements for an Academic Concentration in Music Vocal Orientation (Audition Required)	Sem. Hrs.
MUS 1140* and MUSL 1140*; MUS 1020 and 3240	10
MUS 1000, 1010, and 2000	3
MUSP 1000 or MUS 1910**; MUSP 1010 or 1000; MUSP 2000 or 1010	3
MUS 1330 (for non-Music majors) or MUSP 1020**; MUS 1340 (for non-Music majors) or MUSP 1030	2
Total:	18

*Placement determined by theory placement exam.
**Placement determined by audition.

Requirements for an Academic Concentration in Music Keyboard Orientation (Audition Required)	Sem. Hrs.
MUS 1140* and MUSL 1140*; MUS 1020 and 3240	10
MUS 1000, 1010 or 1410, and 2000 or 1420	3
MUSP 1020, 1030, 2020	3
Electives	2
Total:	18

*Placement determined by theory placement exam.

Requirements for an Academic Concentration in Music	Sem. Hrs.
Instrumental Orientation (Audition Required)	
MUS 1140* and MUSL 1140*; MUS 1020 and 3240	10
MUS 1000, 1410, 1420, 2410	4
MUSP 1**, 1***	2
MUS 1330 (for non-Music majors) or MUSP 1020****;	2
MUS 1340 (for non-Music majors) or MUSP 1030	
	Total: 18

*Placement determined by theory placement exam.
**Course number determined by chosen instrument.
***Must be the second semester of study on the chosen instrument.
****Placement determined by audition.

MINORS

MINOR IN MUSIC

A program designed to provide opportunities for any student to develop an understanding and appreciation of music as part of a liberal arts education. Students who plan to minor in music should consult with the Department Chair to acquire a music advisor in addition to their major advisor.

Required Courses	Sem. Hrs.
MUS 1140 and MUSL 1140	4
MUS 1330 or 1810 or MUSP 1020	1
MUS 1340 or 1820 or MUSP 1030	1
MUS 1020 (3 hrs); MUS 1000-2000 or MUS 1410-2410 (3 hrs)	6
Applied Music (MUSP)	2[1]
Music Electives*	4
	Total: 18

[1]If MUSP 1020 and 1030 are chosen as keyboard option, MUSP 2020 and 2030 can be used to fulfill this requirement.

MINOR IN SACRED MUSIC

A program designed to enable students to develop the skills needed to work successfully in the area of sacred music. The minor in sacred music requires a minimum of 18 semester hours:

Required Courses	Sem. Hrs.
MUS 1000-2010 (4 hrs), MUS 3290 and 3900 (5 hrs)	9
MUS 1140 and MUSL 1140	4
Applied Music (MUSP)	2
Electives	3
	Total: 18

MINOR IN JAZZ STUDIES

A program designed to equip music majors to perform and teach music in the jazz idiom.

Required Courses	Sem. Hrs.
MUS 1040, 2360-2370, 3460, 4060	12
MUS 1620-3630 or MUS 1560-3570	6
	Total: 18

MINOR IN MUSICAL THEATRE

A program designed to provide the basics of musical theatre training and an historical introduction to the genre.

	Sem. Hrs.
Required Courses: MUS 2430, 2440, 2430, 3440, 2980	15
Elective: 3 additional hours from one of the following:	3
A: MUS 1900, MUSP 1000 and 1010	
B: MUSP 1000, 1010, and 2000	
	Total: 18

MINOR IN MEDIA INTEGRATION STUDIES

Interdisciplinary study in digital studios in Music, Art, and Mass Communication.

Required Courses: ART 2020, MUS 3800, 4580, 4800	12
Electives: 6 additional hours (2 courses) from the following:	
PHI 1020, SOC 2200, ENG 2900, MCM 2100, ART 2500, BRD 2800, MUS 3580	6
	Total: 18

COURSES (MUS, MUSL)

MUS 0106. Basic Musicianship

This course is required for students who fail the theory placement test. It will focus on the fundamentals of music. Fall and Spring. Credit, 3 semester hours (will not count toward earned hours or graduation requirements).

MUS 1000, 1010; 2000, 2010; 3000, 3010; 4010, 4020. Concert Choir

The Concert Choir is open to all persons regardless of planned major with permission of the director. The Choir appears in public concerts throughout the year. PREREQ: Courses must be taken in sequence, beginning with MUS 1000. Fall, Spring. Credit, 1 semester hour.

MUS 1020. Introduction to Music Appreciation

Restriction: Not open to music majors. The development of knowledge and understanding of music. Emphasis given to the forms of music found in different periods and the relationship of music to general cultural development. Fall, Spring. Credit, 3 semester hours.

MUS 1040. Introduction to Jazz Appreciation

Open to both music and non-music majors. An introduction to jazz through a study of its origins, development, styles, and major innovative figures. Consideration is made of the idiom's historical and sociological contexts. Fall, Spring. Credit, 3 semester hours.

MUS 1070, 1080; 2070, 2080; 3070, 3080; 4070, 4080. University Pep Band

The University Pep Band is open to all persons regardless of planned major with permission of the director. Public performances will be made at athletic events and whenever support of scheduled University activities is needed. PREREQ: Courses must be taken in sequence, beginning with MUS 1070. Spring. Credit, 1 semester hour.

MUS 1120; 2120; 3120; 4120. Scenes from Musical Theatre

Students will create scenes from musicals and operas for public performance. Emphasis will be on creating stylistically correct characters from significant shows. The scenes will be costumed and staged. Fall. Credit, 1 semester hour.

MUS 1140. Theory I

Introduction to the basic materials and concepts of music theory. The course will focus on commonalities of selected historic and geographic literatures through the study of fundamentals, melodic

and harmonic writing, terms, and symbols. Fall. Credit, 3 semester hours. PREREQ: Student must successfully pass a placement test for enrollment. COREQ: MUSL 1140.

MUSL 1140. Lab I
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory I. Fall. Credit, 1 semester hour. COREQ: MUS 1140.

MUS 1150. Theory II
A study of the formal types, ensembles and compositional practices of Western art music will further student awareness of musical materials and relationships. The emphasis of the course will be on tonal harmonic structures and procedures. Spring. Credit, 3 semester hours. COREQ: MUSL 1150. PREREQ: C - or better in MUS 1140.

MUSL 1150. Lab II
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory II. Spring. Credit, 1 semester hour. COREQ: MUS 1150. PREREQ: C - or better in MUSL 1140

MUS 1160, 1170; 2160, 2170; 3160, 3170; 4160, 4170. University Orchestra
The University Orchestra is open to all persons regardless of planned major with permission of the director. Students will study, rehearse, and perform music from world orchestra literature in a full range of styles and genres. PREREQ: Courses must be taken in sequence, beginning with MUS 1160. Fall, Spring. Credit, 1 semester hour.

MUS 1180, 2180, 3180, 4180. University Marching Band
The Spirit of the Carolinas marching band performs in the fall semester at area parades, marching contests, and on-campus events. PREREQ: Courses must be taken in sequence, beginning with MUS 1180. Fall. Credit, 1 semester hour.

MUS 1191, 1201, 2191, 2201, 3191, 3211, 4191, 4211. Global Rhythm Ensemble
Open to both music and non-music majors. Students will study and perform the native music of non-Western cultures, including Caribbean, African, Mexican, and other repertoire. Students participate in public performances. PREREQ: Permission of the instructor; courses must be taken in sequence, beginning with MUS 1191. Credit, ½ semester hour.

MUS 1330. Class Piano I for Non-Music Majors
A concentrated group study of keyboard harmony and playing techniques, designed for the student with little or no musical background. Fall, Spring. Credit, 1 semester hour.

MUS 1340. Class Piano II for Non-Music Majors
A continuation of MUS 133 (Class Piano I for Non-Music Majors). Fall, Spring. Credit, 1 semester hour. PREREQ: MUS 1330.

MUS 1350. Class Guitar I
The emphasis of the course will be on acquiring a practical knowledge of music fundamentals and a sound basic technique on the guitar. Fall, Spring. Credit, 1 semester hour.

MUS 1360. Class Guitar II
The emphasis of the course will be on acquiring the knowledge of music and the technical abilities on the guitar needed to adequately perform in a variety of settings. Fall, Spring. Credit, 1 semester hour. PREREQ: MUS 1350 or permission of instructor.

MUS 1380, 1390; 2380, 2390; 3380, 3390; 4380, 4390. Pembroke Singers
Membership open by audition. Ensemble will explore the stylistic, aesthetic, and technical elements of literature for the small choir through rehearsal and frequent public performances. PREREQ: Courses must be taken in sequence, beginning with MUS 1380. Fall, Spring. Credit, 1 semester hour each.

MUS 1410, 1420; 2410, 2420; 3410, 3420; 4410, 4420. University Band
The University Band is open to all persons regardless of planned major with permission of the director. Public appearances are made in concerts. PREREQ: Courses must be taken in sequence, beginning with MUS 1410. Fall, Spring. Credit, 1 semester hour.

MUS 1560, 1570; 25600, 2570; 3560, 3570; 4560, 4570. University Jazz Choir
Membership in the University Jazz Choir is open to all students by audition. A study of vocal music trends, through the rehearsal and performance of pop, rock, progressive jazz, and other modern forms of music. PREREQ: Courses must be taken in sequence, beginning with MUS 1560. Fall, Spring. Credit, 1 semester hour each.

MUS 1620, 1630; 2620, 2630; 3620, 3630; 4620, 4630. University Jazz Ensemble
Membership in the University Jazz Ensemble is open to all students by audition. A study of technical, stylistic and aesthetic elements of jazz literature through rehearsal and public performances. PREREQ: Courses must be taken in sequence, beginning with MUS 1620. Fall, Spring. Credit, 1 semester hour each.

MUS 1640; 2640; 3640; 4640. Musical Production
A graded laboratory experience in a specific area of the theatre as defined by a contract with a specific faculty member in either the performance or technical support areas of musical theatre. The signed contract will specify the function of the student and be supervised by a faculty member. PREREQ: Courses must be taken in sequence, beginning with MUS 1640. Spring. Credit, 1 semester hour.

MUS 1650, 1660; 2650, 2660; 3650, 3660; 4650, 4660. Percussion Ensemble
Membership in Percussion Ensemble is open to all students by audition or permission of the director. A technical, stylistic, and aesthetic study of percussion ensemble literature through rehearsal and public performances. PREREQ: Courses must be taken in sequence, beginning with MUS 1650. Fall, Spring. Credit, 1 semester hour each.

MUS 1730, 1740; 2730, 2740; 3730, 3740; 4730, 4740. Chamber Ensemble
The student will become familiar with representative literature for various small ensembles through rehearsal and performances. PREREQ: Courses must be taken in sequence, beginning with MUS 1730. Fall, Spring. Credit, 1 semester hour each.

MUS 1810. Class Piano I
A concentrated group study of keyboard harmony and playing techniques, designed for the music major. Spring. Credit, 1 semester hour.

MUS 1820. Class Piano II
A continuation of MUS 1810. Fall. Credit, 1 semester hour. PREREQ: MUS 1810.

MUS 1910. Class Voice
A concentrated group study of singing techniques and vocal development including sight singing. Fall, Spring. Credit, 1 semester hour.

MUS 2020. Vocal Diction
A study of pronunciation and enunciation of foreign languages commonly used in singing. Fall/ Spring. Credit, 1 semester hour.

MUS 2140. Theory III
A continued study of the musical materials of Western art music. Chromatic harmony and larger forms will be studied with an emphasis on advanced analytic concepts and terms. Fall. Credit, 3 semester hours. COREQ: MUSL 2140. PREREQ: C - or better in MUS 1150.

MUSL 2140. Lab III
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the

subject matter of Theory III. Fall. Credit, 1 semester hour. COREQ: MUS 2140. PREREQ: C - or better in MUSL 1150.

MUS 2150. Theory IV
Materials and techniques of Twentieth Century music. Spring. Credit, 3 semester hours. COREQ: MUSL 2150. PREREQ: C - or better in MUS 2140

MUSL 2150. Lab IV
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory IV. Spring. Credit, 1 semester hour. COREQ: MUS 2150. PREREQ: C - or better in MUSL 2140

MUS 2250. Class Woodwind
A concentrated study in fundamentals and playing techniques for Flute, Oboe, Clarinet, Saxophone, and Bassoon. Fall. Credit, 0.5 semester hour.

MUS 2260. Class Brass
A concentrated study in fundamentals and playing techniques for Trumpet, Cornet, French Horn, Trombone, Baritone Horn, and Tuba. Spring. Credit, 0.5 semester hour.

MUS 2270. Class Percussion
A concentrated study in fundamentals and playing techniques of percussion instruments. Fall. Credit, 0.5 semester hour.

MUS 2280. Class Strings
A concentrated study of fundamentals and playing techniques of the orchestral stringed instruments. Spring. Credit, 0.5 semester hour.

MUS 2360. Improvisation I
A course in the development of improvisational skills through the study and application of theoretical and stylistic principles common to the jazz idiom. Fall, Spring. Credit, 2 semester hours. PREREQ: MUS 1150 or permission of instructor.

MUS 2370. Improvisation II
A continuation of MUS 2360. Fall, Spring. Credit, 2 semester hours. PREREQ: MUS 2360.

MUS 2430. Musical Theatre Styles I
An introduction to elementary acting technique for musical theatre. Focus is on acting technique incorporated within an introduction to suitable repertoire. Credit, 3 semester hours. PREREQ: One semester of Private Voice, either MUSP 1500 or 1000.

MUS 2440. Musical Theatre Styles II
Focus is on characterization for the singing actor. Organic literature from the repertoire is explored. Credit, 3 semester hours.

MUS 2810. Class Piano III
A continuation of the non-keyboard major's pianistic development with emphasis on the practical aspects of reading, harmonization, and transposition. Spring. Credit, 1 semester hour. PREREQ: MUS 1820

MUS 2930. The World of Music: Classical to the Contemporary Era
A study of the development of music from the Classical period through the twenty-first century. Such development will be viewed in light of its political, social, and general cultural setting. Credit, 3 semester hours.

MUS 2940. The World of Music: Antiquity to the Baroque Era
A study of the development of music from Antiquity through the Baroque era. Such development will be viewed in light of its political, social, and general cultural setting. Credit, 3 semester hours.

MUS 2980. History of Musical Theatre
A survey of the American musical from 1860 to the present, with particular emphasis on the musicals written after 1927. The development of the musical will be viewed in light of its political, social, and general cultural setting. Spring. Credit, 3 semester hours.

MUS 3240. Musical Experiences for Young Children
Restriction: Not open to music majors. A course designed to present methods and media of teaching classroom music. Fall, Spring. Credit, 3 semester hours.

MUS 3290. Conducting
A laboratory course which includes the study of choral and instrumental conducting techniques, choral and instrumental scores; with supervised conducting experience. Fall. Credit, 2 semester hours.

MUS 3300. Rehearsal Strategies
A course designed to complement MUS 3290 by offering real-life applications of conducting skills. Spring. Credit, 2 semester hours. PREREQ: MUS 3290.

MUS 3320. Form and Analysis
A study of various forms including large and small choral and instrumental works. Fall. Credit, 2 semester hours. PREREQ: MUS 2150.

MUS 3340. Orchestration and Arranging
A practical study of the fundamentals of scoring for individual instruments and ensembles. Fall. Credit, 2 semester hours. PREREQ: MUS 2150.

MUS 3350, 3360; 4350. Accompanying
A course designed to acquaint the keyboard major with the art and techniques of accompanying vocal and instrumental solo and ensemble literature. Fall, Spring. Credit, 1 semester hour each. PREREQ: MUSP 1020/1030 or 1520/1530 or MUSP 1040/1050 or MUSP 1540/1550 (Private Piano/Organ) and Instructor's approval.

MUS 3430. Musical Theatre Styles III
Focus is on advanced level characterization and scene work. Duets, solos, and ensemble numbers are presented. Credit, 3 semester hours.

MUS 3440. Musical Theatre Styles IV
Course addresses contemporary style of musical theatre performance and audition techniques. Credit, 3 semester hours.

MUS 3460. Jazz Composition
A study of basic compositional techniques as applied to the jazz idiom. Original compositions will be written and orchestrated for various-sized jazz ensembles. Spring, odd years. Credit, 2 semester hours. PREREQ: MUS 1150 or equivalent as determined by instructor.

MUS 3580. Electronic Music
A survey of electronic music with an emphasis on listening, aesthetic and philosophical concerns, necessary terminology, and composition/arranging for synthesizer. Various types of synthesis will be explored as well as MIDI systems and MIDI. Sequencing and transcription will be done using a synthesizer, drum machine, and comparable equipment in conjunction with a computer and selected software programs. Spring. Credit, 3 semester hours. PREREQ: Permission of instructor required.

MUS 3800. Media Integration (ART 3800, BRD 3800)
Media Integration is a cooperative, cross-listed course taught by the faculty from Art, Music and Mass Communication departments. The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student centered studio environment. As announced. Credit, 3 semester hours. PREREQ: Portfolio review.

MUS 3900. Church Music
A study of liturgy, music, materials, and methods appropriate for a church music director. Spring, even years. Credit, 3 semester hours.

MUS 3950. Music History and Literature III
A study of the development of music in Western Civilization from the Romantic period through the twentieth century. Such development will be viewed in light of its political, social, and general cultural setting. Fall. Credit, 3 semester hours. PREREQ: MUS 2960.

MUS 3970. World Music: A Global Study
A survey of World Music, primarily in its current musical settings. Such development will be viewed in light of its political, social, and general cultural setting. Coursework includes a major music history project and exhibition. Credit, 3 semester hours. PREREQ: MUS 2930, 2940.

MUS 4000. Elementary Music Methods and Materials
Principles and practices required in teaching music to children, to include an overview of current approaches (Dalcroze, Kodaly, Orff) and their impact on current methodology and materials. Emphasis on planning, teaching and evaluating music lessons at preschool, primary, intermediate, and upper elementary levels in consideration of learning abilities at the varying levels of children's growth and development. Spring. Credit, 3 semester hours.

MUS 4040. Senior Recital
Offered to senior music majors participating in a half or full public recital. Credit is given by permission of the instructor and Department Chair. Fall, Spring. Credit, 0-2 semester hours.

MUS 4050. Secondary General and Choral Music Education Methods
An examination of the music program in secondary school involving curricula for fine arts requirement, instructional procedures for the teaching of advanced general music, music appreciation and choral ensembles. Choral rehearsal techniques, singing skills, repertoire skills, choral literature for major eras will be covered. Emphasis is placed on the philosophies and pragmatic approaches to managing and teaching music at the secondary level. Fall. Credit, 3 semester hours.

MUS 4060. Jazz Pedagogy
A study of the administration, methods, and directing techniques pertinent to the teaching of Jazz and Commercial Music. Spring, even years. Credit, 3 semester hours. PREREQ: MUS 2350.

MUS 4200. Secondary Instrumental Music Methods
A study of current materials and methods used in building instrumental programs from elementary through high school to include a basic history and philosophy of music education, sequential organizational approaches, evaluative techniques, theoretical research, performance literature, field based knowledge, instrument repair, and marching band techniques. Fall. Credit, 3 semester hours.

MUS 4250. Piano Pedagogy
A course designed primarily for the keyboard specialist who is planning to teach piano. The course includes methods of teaching, appropriate materials, and techniques for all grade levels. Spring, even years. Credit, 2 semester hours.

MUS 4320. Counterpoint
A study primarily of eighteenth-century contrapuntal techniques with a written work in two and three part writing. Fall, odd years. Credit, 2 semester hours. PREREQ: MUS 2150.

MUS 4330. Internship in Music Merchandising
Restriction: Must be taken in final semester of study. The internship will be performed off campus under the direction of a cooperating music sales and/or repair firm. Cooperating firm will work closely with Department of Music faculty in training and evaluation of the intern. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.

MUS 4340. Internship in Music Merchandising
The internship will be performed off campus under the direction of a cooperating music sales and/or repair firm. Cooperating firm will work closely with a Department of Music faculty in the training and evaluation of the intern. Pass/Fail Grading. Fall, Spring. Credit, 9 semester hours.

MUS 4450. Music Composition
A course designed to implement the student's study of theory. Original compositions will be written for instrumental and choral ensembles in the important music forms utilizing homophonic and polyphonic techniques. Fall, even years. Credit, 2 semester hours. PREREQ: MUS 2150 or permission of instructor.

MUS 4550. Special Projects in Music Industry
An independent study project culminating the student's sequence of studies with a substantive research project resulting in a major paper or comparable original work. Fall, Spring. Credit, 3 semester hours.

MUS 4580. Media Integration Production (ART 4580, BRD 4580)
This course is an opportunity for further interdisciplinary study in MI. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 3800

MUS 4750. Professional Seminar for Pre-Service Music Teachers
A seminar designed to parallel the full semester internship experience. Emphasis is placed on helping on-site pre-service teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the music teacher. Opportunities will be provided to review the challenges found in the internship experience. Fall, Spring. Credit, 2 semester hours.

MUS 4800. Projects in Media Integration (ART 4800, BRD 4800)
This course is an opportunity for advanced interdisciplinary study in MI. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three essential aspects of the University mission—teaching, research, and service—and have the potential to serve as professional examples for student portfolios. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 4580

MUS 4900. Service Playing
A study of the musical liturgy of the Catholic, Jewish, and Protestant services. Students should be free for Sunday morning church visitations. Spring. Credit, 1 semester hour. PREREQ: MUSP 2020 or 2520/MUSP 2040 or 2520 or the equivalent.

MUS 4990. Independent Study in Music
Directed study and research in the student's major field of interest. Fall, Spring. Credit, 1-3 semester hours. PREREQ: Music major, senior standing, and approval of Department Chair.

MUSS 3xxx. Special Topics in Music
Special projects, courses of study, concert tours, or trips designed to acquaint students with various aspects of foreign life and culture; may include a series of performances at festivals and other venues, home stays, and visits to places of historical and musical interest. As announced. Credit, 1 - 3 semester hours.

APPLIED MUSIC

Private study is offered in piano, organ, voice, and instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the *UNCP Department of Music Handbook*.

Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1000, 1010; 2000, 2010; 3000, 3010; 4000, 4010. Private Voice. 1 semester hour.

MUSP 1020, 1030; 2020, 2030; 3020, 3030; 4020, 4030. Private Piano. 1 semester hour.

MUSP 1040, 1050; 2040, 2050; 3040, 3050; 4040, 4050. Private Organ. 1 semester hour.

MUSP 1060, 1070; 2060, 2070; 3060, 3070; 4060, 4070. Private Flute. 1 semester hour.

MUSP 1080, 1090; 2080, 2090; 3080, 3090; 4080, 4090. Private Oboe. 1 semester hour.

MUSP 1100, 1110; 2100, 2110; 3100, 3110; 4100, 4110. Private Clarinet. 1 semester hour.

MUSP 1120, 1130; 2120, 2130; 3120, 3130; 4120, 4130. Private Bassoon. 1 semester hour.

MUSP 1140, 1150; 2140, 2150; 3140, 3150; 4140, 4150. Private Saxophone. 1 semester hour.

MUSP 1160, 1170; 2160, 2170; 3160, 3170; 4160, 4170. Private Trumpet. 1 semester hour.

MUSP 1180, 1190; 2180, 2190; 3180, 3190; 4180, 4190. Private French Horn. 1 semester hour.

MUSP 1200, 1210; 2200, 2210; 3200, 3210; 4200, 4210. Private Trombone. 1 semester hour.

MUSP 1220, 1230; 2220, 2230; 3220, 3230; 4220, 4230. Private Euphonium. 1 semester hour.

MUSP 1240, 1250; 2240, 2250; 3240, 3250; 4240, 4250. Private Tuba. 1 semester hour.

MUSP 1260, 1270; 2260, 2270; 3260, 3270; 4260, 4270. Private Percussion. 1 semester hour.

MUSP 1280, 1290; 2280, 2290; 3280, 3290; 4280, 4290. Private Violin. 1 semester hour.

MUSP 1300, 1310; 2300, 2310; 3300, 3310; 4300, 4310. Private Viola. 1 semester hour.

MUSP 1320, 1330; 2320, 2330; 3320, 3330; 4320, 4330. Private Violoncello. 1 semester hour.

MUSP 1340, 1350; 2340, 2350; 3340, 3350; 4340, 4350. Private Bass Viol. 1 semester hour.

MUSP 1360, 1370; 2360, 2370; 3360, 3370; 4360, 4370. Private Guitar. 1 semester hour.

MUSP 1500, 1510; 2500, 2510; 3500, 3510; 4500, 4510. Private Voice. 2 semester hours.

MUSP 1520, 1530; 2520, 2530; 3520, 3530; 4520, 4530. Private Piano. 2 semester hours.

MUSP 1540, 1550; 2540, 2550; 3540, 3550; 4540, 4550. Private Organ. 2 semester hours.

MUSP 1560, 1570; 2560, 2570; 3560, 3570; 4560, 4570. Private Flute. 2 semester hours.

MUSP 1580, 1590; 2580, 2590; 3580, 3590; 4580, 4590. Private Oboe. 2 semester hours.

MUSP 1600, 1610; 2600, 2610; 3600, 3610; 4600, 4610. Private Clarinet. 2 semester hours.

MUSP 1620, 1630; 2620, 2630; 3620, 3630; 4620, 4630. Private Bassoon. 2 semester hours.

MUSP 1640, 1650; 2640, 2650; 3640, 3650; 4640, 4650. Private Saxophone. 2 semester hours.

MUSP 1660, 1670; 2660, 2670; 3660, 3670; 4660, 4670. Private Trumpet. 2 semester hours.

MUSP 1680, 1690; 2680, 2690; 3680, 3690; 4680, 4690. Private French Horn. 2 semester hours.

MUSP 1700, 1710; 2700, 2710; 3700, 3710; 4700, 4710. Private Trombone. 2 semester hours.

MUSP 1720, 1730; 2720, 2730; 3720, 3730; 4720, 4730. Private Euphonium. 2 semester hours.

MUSP 1740, 1750; 2740, 2750; 3740, 3750; 4740, 4750. Private Tuba. 2 semester hours.

MUSP 1760, 1770; 2760, 2770; 3760, 3770; 4760, 4770. Private Percussion. 2 semester hours.

MUSP 1780, 1790; 2780, 2790; 3780, 3790; 4780, 4790. Private Violin. 2 semester hours.

MUSP 1800, 1810; 2800, 2810; 3800, 3810; 4800, 4810. Private Viola. 2 semester hours.

MUSP 1820, 1830; 2820, 2830; 3820, 3830; 4820, 4830. Private Violoncello. 2 semester hours.

MUSP 1840, 1850; 2840, 2850; 3840, 3850; 4840, 4850. Private Bass Viol. 2 semester hours.

MUSP 1860, 1870; 2860, 2870; 3860, 3870; 4860, 4870. Private Guitar. 2 semester hours.

These courses must follow in sequence. Private lessons are designed to build technical proficiency, repertoire, and awareness of vocal and instrumental problems. Fall, Spring. Enrollment for two hours credit is restricted to the major instrument for music majors only. All other students should enroll for one-hour credit.

Proficiency Requirements

All music majors are evaluated at the conclusion of their third semester of Applied Music if they have successfully completed ENG 1050, MUS 1140, and MUSL 1140 and one other three-credit-hour General Education course. Transfer students at or above this level will be evaluated at the conclusion of their first semester of study. The Evaluation Forum involves an assessment of both the student's performing ability and his/her overall academic accomplishments and professionalism. This process will determine whether or not the student will be allowed to enroll in upper level music courses. A cumulative GPA of 2.5 is required for entrance into the Bachelor of Music in Music Education program, 2.0 for all other baccalaureate degrees.

All music majors are required to attend recitals, concerts, seminars, workshops, etc. Additional information concerning this requirement can be found in the *UNCP Department of Music Handbook*.

Graduating seniors (with the exception of Bachelor of Arts in Music majors) must present an individual or joint recital as a partial requirement for graduation. Approval of the recital must be given by the music faculty at least three weeks prior to presentation. Students who complete their applied

music studies must continue to enroll in Applied Music until they have completed their senior recital requirements.

A proficiency examination is required of all music majors by the Piano Division. The examination for an **instrumental major** (brass, percussion, woodwind, and string) shall include the following skills:

* A prepared piano composition of sufficient difficulty
* All major and harmonic minor scales, one octave, hands separately
* Chord progressions involving primary and secondary triads, dominant-seventh chords, and secondary dominant-seventh chords
* Harmonization of melodies with chords cited in previous point
* Harmonization of melodies using chord symbols
* Transposition of simple melodies
* Sight reading.

The examination for a **vocal major** shall include the following skills:

* A prepared piano composition of sufficient difficulty
* All major and harmonic minor scales, two octaves, hands separately
* Chord progressions involving primary and secondary triads, dominant-seventh chords, and secondary dominant-seventh chords
* Harmonization of melodies with chords cited in previous point
* Harmonization of melodies using chord symbols
* Perform a two-handed accompaniment for a melody (with chord symbols)
* Transposition of simple melodies
* Sight reading.

The examination for a **keyboard major** shall include the following skills:

* All major and harmonic minor scales, four octaves, hands together, played in eighth notes with a quarter note tempo of 96
* The following chord progressions in any key:

1) primary chords and dominant seventh chords
2) extended chord progression using substitute chords
3) I - IV - V7/V - V - V7 - I
4) other secondary dominant seventh chords and their resolutions
5) major scale harmonization, ascending and descending

* Create an accompaniment to a given melody. Chords should be in the right hand under the melody.
* Create an accompaniment to a melody through realization of chord symbols
* Transposition of a piece such as "America" played hands together. This is prepared in advance but the key is selected by the faculty at the examination.
* Sight reading of a simple accompaniment.

NURSING

Chair/BSN Coordinator: Barbara B. Synowiez

Cherry M. Beasley
Lori Farmer
Cynthia H. Herndon
Doretha Singley
Jennifer Twaddell
Donna Cutrell
Meki Graham
Jennifer Johnson
Joyce Stanley
Dena Evans
Debra Groves
Michelle Rupard
Margaret Swierz

PROGRAM OVERVIEW

The Department of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The undergraduate program offers two options for study: 1) Pre-Licensure BSN option which is open to all high school graduates and college students who wish to pursue a nursing major, and 2) RN-BSN Completion option for registered nurses with evidence of having earned an Associate's Degree in Nursing or a Hospital Diploma in nursing from an accredited program. A bachelor's degree with a major in nursing at UNCP requires a total of 124 semester credit hours of study.

MISSION, PURPOSES, OUTCOMES

The mission of the UNCP Department of Nursing reflects the tripartite roles of teaching, research, and community service articulated in the mission of UNCP. Students are provided the opportunity to obtain a multicultural education that is grounded in the arts, sciences, and humanities; that is congruent with standards for professional nursing practice; and that prepares them for lifelong learning, professional development, and service to others. The primary purposes of the UNCP Department of Nursing program are to:

1. Promote and advance the accessibility, availability, and quality of professional nursing education and practice for nurses of southeastern North Carolina.
2. Prepare graduates to provide quality professional nursing services, across the lifespan, for individuals, families, groups, and communities.

The Bachelor of Science in Nuring program prepares graduates to:

1. Integrate evidence-based knowledge from nursing, the arts and humanities, and biopsychosocial sciences to shape the practice of professional nursing.
2. Demonstrate skills in critical thinking and decision making in the use of the nursing process with individuals, families, groups, and communities.
3. Demonstrate competency in the nursing roles of advocate, clinician, coordinator/collaborator, educator, leader, and consumer of research in a variety of health care settings.
4. Establish therapeutic, caring, and collaborative relationships with recipients of nursing care and members of interdisciplinary health teams through effective interpersonal, oral, written, and technological communication strategies.
5. Provide therapeutic nursing interventions to promote, restore, and maintain the maximum health potential of individuals, families, groups, and communities.
6. Adhere to ethical, legal, and regulatory mandates and professional standards for nursing practice.
7. Assume accountability for their own decisions and actions in the practice of professional nursing.
8. Incorporate professional values and role behaviors into the practice of professional nursing.
9. Demonstrate evolving competence in multicultural interactions with recipients of nursing care and members of the healthcare and social service systems.
10. Accept personal accountability and responsibility for lifelong learning, continued personal and professional growth, and commitment to the advancement of the nursing profession.

The Department of Nursing holds membership in the American Association of Colleges of Nursing (AACN). The Department of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202/887-6791.

PRE-LICENSURE BSN OPTION

The Pre-licensure BSN option is 4½ years in length and encompasses two phases. The first phase is comprised of 62 semester credit hours of lower-division work (liberal arts and nursing prerequisites) which may be completed at any regionally accredited college or university but must be comparable to those offered at UNCP. The broad educational background in the physical, social, and behavioral sciences afforded by this phase provides the foundation for the nursing major. The second phase is comprised of 62 semester credit hours of upper-division work in the nursing major and is completed within the Department of Nursing. Taken during the junior and senior years, these courses are designed to prepare the baccalaureate nurses for practice in a variety of settings.

Students are admitted to the baccalaureate nursing program at the upper division level. Lower division courses must be completed before beginning nursing courses. The first nursing courses begin in the second summer session preceding the junior year. The nursing curriculum includes both didactic and clinical experiences for students to develop a beginning level of competency and independence in the provision of quality professional nursing services, across the life span, for individuals, families, groups, and communities. Integrated throughout the nursing curriculum are concepts and skills most critical to the delivery of professional nursing services to culturally diverse rural populations.

The Bachelor of Science in Nursing will be awarded to students who successfully complete both phases of the requirements for the degree. Degree recipients will then be eligible to take the NCLEX-RN licensure examination administered by the National Council of State Boards of Nursing. A registered nurse (RN) license will be awarded upon a successful "Pass" on NCLEX-RN and satisfaction of other Board of Nursing licensure requirements.

ADMISSION REQUIREMENTS

1. Admission to UNCP by meeting general requirements for admission as a regular degree-seeking student.
2. Successful completion of all 62 hours of general education nursing core (46 hours) and pre-requisite nursing major (16 hours) courses with a grade of C or better prior to Summer Session II of the year of admission.
3. A cumulative GPA of 2.5 (4.0=A) in all post high school work. Each student's total GPA is calculated on all transferable college courses attempted at all accredited institutions of higher education according to the UNCP Admissions Office guidelines.
4. Physical, mental, and emotional health that enables a student to participate in and complete the program (see departmental policies).
5. Submission of a supplemental application to the Department of Nursing by January 15 of the year they plan to enter the BSN program. All applicants will be notified of acceptance status no later than March 15.

ACADEMIC STANDARDS FOR PROGRESSION

The following requirements must be met in order to progress in the nursing program:

1. Maintain a cumulative grade point average of C (2.0) or higher.
2. Achieve a grade of C or higher in each nursing course before proceeding to next nursing course.
3. Receive a P (pass) grade on the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A grade of F (fail) in any laboratory or clinical component will result in an F for the course.
4. Only one nursing course may be repeated one time during progression in the nursing program.

5. Maintain current CPR certification, TB (or x-ray) testing, evidence of Hepatitis B vaccination, health insurance, and malpractice insurance while enrolled in the nursing program.
6. Adhere to all policies of the University, Department of Nursing, and clinical agencies.

PRE-LICENSURE BSN OPTION DESCRIPTION

Requirements for a Bachelor of Science in Nursing (BSN) Degree		Sem. Hrs.
General Education and Support Courses		62
Composition: ENG 1050, 1060	6	
Arts and Humanities: restricted selection*, PHI 1010 recommended	12	
General Education Electives: SPE 1020 (all freshmen are required to take this course unless they test out of it; those who test out will need another 3 hours from General Education elective options)	3	
Social Sciences: PSY 1010, SOC 1020, restricted selection*	9	
Natural Sciences/Math: CHM 1400, 1410; CHM Lab 1120, 1130; MAT 1050 or higher	11	
Physical Education: restricted selection*	2	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Biology: BIO 1000	3	
Statistics: PSY 2080, SOC 3600, or MAT 2100	3	
Health Technology and Informatics: NUR 2000	1	
Required Nursing Courses		62
NUR 3010, 3030, 3040, 3050, 3100, 3150, 3200, 3250, 3450, 3500, 4000, 4120, 4150, 4350, 4450, 4510		
		Total: 124

* Refer to General Education Requirements section of this catalog for restricted elective choices.

RN-BSN COMPLETION OPTION

The RN-BSN completion option is designed for registered nurses who wish to earn the baccalaureate nursing degree. Building on competencies attained by the registered nurse, the program extends the student's knowledge, skills, attitudes, and scope of practice for expanded career opportunities, enhances personal and professional satisfaction, and develops a foundation for further study in graduate nursing education.

ADMISSION REQUIREMENTS

1. Be admitted to UNCP by meeting general requirements for admission as a regular degree-seeking student.
2. Present evidence of having earned an Associate Degree in Nursing or a Hospital Diploma in nursing, from an accredited program.
3. Have a current, valid North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
4. Successfully complete all but 9 semester hours of the 62 hours of general education nursing core (46 hours) and prerequisite nursing major (16 hours)courses (grade of C or better) prior to enrolling in the first nursing course.

ACADEMIC STANDARDS FOR PROGRESSION

The following requirements must be met in order to progress in the nursing program:

1. Have a current, valid North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.

2. Maintain a cumulative grade point average of C (2.0) or higher.
3. Achieve a grade of C or higher in each nursing course before proceeding to the next nursing course.
4. Receive a P (pass) grade on the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A grade of F (fail) in any laboratory or clinical component will result in an F for the course.
5. Only one nursing course may be repeated one time during progression through the nursing program.
6. Maintain current CPR certification, TB (or x-ray) testing, evidence of Hepatitis B vaccination, health insurance, and malpractice insurance while enrolled in the nursing program.
7. Adhere to all policies of the University, Department of Nursing, and clinical agencies.

VALIDATION OF PREVIOUS NURSING EDUCATION

Validation of previous nursing education is achieved by successful completion of Nursing 3000 and Nursing 3200.

RN-BSN COMPLETION OPTION DESCRIPTION

Requirements for a Bachelor of Science in Nursing (BSN) Degree for RNs (RN-BSN Completion Option)		Sem. Hrs.
General Education and Support Courses		55
Composition: ENG 1050, 1060	6	
Humanities/Speech: restricted selection*, PHI 1010 recommended	12	
Social Sciences: PSY 1010, SOC 1020, restricted selection*	9	
Natural Sciences/Math: CHM 1120, 1130, 1400, 1410; MAT 1050 or higher	11	
Physical Education: restricted selection*	1	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Statistics: MAT 2100, PSY 2080, or SOC 3600	3	
Health Technology and Informatics: NUR 2000	1	
Validation of Previous Nursing Experience		30
Required Nursing Courses		31
NUR 3000, 3100, 3200, 3250, 3300, 4000, 4120, 4350, 4550		
General Electives		8
		Total: 124

* Refer to General Education Requirements section of this catalog for restricted elective choices.

COURSES

NOTE: The numbers enclosed in parentheses immediately following course numbers indicate the semester hour credits, lecture contact hours, and laboratory hours respectively. Lecture and laboratory hours are normally scheduled each week for one semester in the course. Credit hours for laboratory experiences are calculated as one semester credit hour for 3 contact hours.

NUR 2000 (1-1-0) Introduction to Health Technology and Informatics

This course provides students interested in nursing and other human science professions with an opportunity to acquire and apply knowledge and skills from information and computer science to the healthcare field. The course introduces students to applications of information systems in healthcare practice, education, and research. Hardware, software, databases, communications applications,

computer developments, and associated legal and ethical issues are addressed. Students learn how healthcare providers can assess, develop, and use information systems to work more efficiently, allocate resources more effectively, and improve consumer health care. *Pre-Requisite: Required of all pre-nursing majors.*

NUR 3000 (3-3-0) Transition to Professional Nursing

This course focuses on the role of the professional nurse. An overview of the delivery of professional nursing practice and role transition. Advanced theoretical concepts will be examined using the nursing process as a framework. *Prerequisites: Admission to Professional Program. RN-BSN students only.*

NUR 3010 (2-2-0) Introduction to Professional Nursing

This course introduces students to the values and concepts appropriate to professional nursing practice included in the Essentials of Baccalaureate Education for Professional Nursing Practice, ANA Social Policy Statement, ANA Clinical Standards, and Code of Ethics with Interpretive Statements and to the professional nursing roles of advocate, clinician, coordinator/collaborator, educator, leader, and researcher. Included in the course will be an introduction to the profession of nursing and healthcare delivery in the United States from historical and contemporary perspectives and to the UNCP Department of Nursing mission, purposes, and educational program objectives. *Pre-Requisite:Admission to Professional Program. Pre-licensure BSN students only.*

NUR 3030 (4-2-6) Foundations of Professional Nursing Practice

This course introduces, from a theoretical, research base, nursing skills and principles basic to beginning professional nursing practice. Emphasis is placed on the application of the nursing process to guide the recipient of nursing care toward an optimal level of functioning. The dimensions of Gordon's functional health patterns will be explored. Learning experiences will provide the opportunity for students to begin to develop proficiency in six interrelated nursing roles, with an emphasis on developing the clinician, educator, and researcher roles. Utilization of the nursing process, critical thinking, and decision making in simulated and actual clinical situations will be emphasized. During laboratory sessions students will have the opportunity to practice basic nursing skills through simulated clinical situations. The clinical component of the course provides an opportunity for students to apply theory to nursing practice and to develop beginning proficiency in basic nursing skills with recipients of nursing care in community and long-term care settings. *Pre-Requisite: Admission to Professional Program, Pre-licensure BSN students only. Co-Requisite: NUR 3010.*

NUR 3040 (2-2-0) Normal and Therapeutic Nutrition

This course introduces the principles of nutrition and ways in which these principles are applied to promote an optimal level of functioning for all individuals. Topics include nutritional requirements for maintaining health and development throughout the life span as well as factors affecting food choices of individuals and society. Emphasis is placed on nutrition assessment and interventions in relation to the nutrition goals of Healthy People 2010 and the Dietary Guidelines for Americans. *Prerequisites: NUR 3010, 3030.*

NUR 3050 (3-3-0) Pharmacology for Clinical Practice

This course examines the major categories of pharmacologic agents and application of pharmacologic concepts to clinical nursing practice. Emphasis is placed on understanding the physiologic actions of the drugs, expected patient responses, major side effects, and implications for nursing. Drug dosage computation is included. *Prerequisites: NUR 3010, 3030.*

NUR 3100 (3-3-0) Transcultural Nursing

This course is designed to assist students in expanding their view of man. Man is defined as a functioning, whole unit with integrity and uniqueness who uses symbols to communicate with the environment. Emphasis will be placed on the concepts of cultural belief systems, health, and caring and how these concepts affect the nursing care delivery system. *Prerequisites: NUR 3010, 3030 (pre-licensure BSN students). Co-Requisite: NUR 3000 (RN-BSN students)*

NUR 3150 (5-3-6) Adult Health Nursing I

This course focuses on the nursing care needs of adults experiencing acute and chronic alterations in health and the use of the nursing process as a framework for providing and managing nursing care for these clients. Students will examine theoretical and research findings as well as issues and trends influencing the planning and delivery of nursing care for adults experiencing acute and chronic alterations in health. Learning experiences will provide the opportunity for students to continue to develop proficiency in six interrelated nursing roles, with an emphasis on the clinician, coordinator/collaborator, educator, leader, and researcher roles. Emphasis is placed on enhancing critical thinking skills and the roles of the professional nurse in health promotion and maintenance, illness care, and rehabilitation of clients with acute and chronic alterations in health in a variety of healthcare settings. *Prerequisites: NUR 3010, 3030.*

NUR 3200 (3-2-3) Health Assessment Across the Life Span

This course prepares the student to conduct comprehensive health assessments. Emphasis is placed on the acquisition, processing, and interpretation of data collected from clients of all ages. A physical, psychological, and sociocultural approach is used to assess the client and to incorporate consideration of the client's needs, state of wellness, development level, and response to life experiences. The campus laboratory experience consists of practice with clients. Successful completion of the course validates lower division technical nursing clinical. *Prerequisites: NUR 3010, 3030 (pre-licensure BSN students). Co-Requisite: NUR 3000 (RN-BSN students).*

NUR 3250 (3-3-0) Pathophysiology Across the Life Span

This course prepares the student to systematically approach complex situations. Emphasis will be placed on the integration and application of pathophysiological concepts to the holistic human in time of physical stress. This course utilizes the nursing process as the basis for examining persons with pathologies requiring multiple dimensions of nursing care. *Prerequisites: NUR 3010, 3030 (pre-licensure BSN students). Co-Requisite: NUR 3000 (RN-BSN students).*

NUR 3300 (3-3-0) Gerontological Nursing

This course examines the process of aging. Physical, psychological, sociocultural, and spiritual aspects of aging are examined within the context of the family and society. Advanced theoretical concepts will be examined using the nursing process. *This course is NOT REQUIRED FOR THE DEGREE for pre-licensure BSN students. Prerequisite: NUR 3000.*

NUR 3450 (5-3-6) Family Nursing I

This course focuses on nursing care and health promotion for the childbearing family. The course provides an introduction to the process of normal childbirth and dynamics of the childbearing family as well as the identification and care of high-risk recipients of nursing care. Nursing process provides direction to promote, restore, and maintain health of women and newborns within a family context and including cultural diversity. Learning experiences will provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles. *Prerequisites: NUR 3040, 3050, 3100, 3150, 3200.*

NUR 3500 (5-3-6) Family Nursing II

This course focuses on nursing care of the child-rearing family, including viewing the child and family as recipients of nursing care. Course content includes care of the child from infancy through adolescence, both hospitalized and within the community, acutely ill and chronically ill; common stressors for the child and family throughout the growing years; and strategies for health promotion for the child and family. Learning experiences will provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles. *Prerequisites: NUR 3040, 3050, 3100, 3150, 3200.*

NUR 4000 (3-3-0) Nursing Research and Theory

This course provides students with an overview of the role of theory and research in the development

of nursing as a profession. Students are introduced to the principles and concepts in both quantitative and qualitative research approaches. With a focus on the role of the professional nurse as a consumer of research, students develop skill in the ability to critically read and evaluate research findings based on nursing theory and practice needs. *Prerequisites: Completion of 3000-level courses (pre-licensure BSN students); Completion of 3000-level courses or permission of instructor (RN-BSN students). Co-Requisites: Statistics—PSY 2080, SOC 3600, or MAT 2100 (RN-BSN students).*

NUR 4120 (5-3-6) Leadership in Nursing

The course focuses on the professional nurse's role as a leader in the profession and healthcare delivery. The focus will be on the evolution of nursing, nursing leaders as vanguards of the profession, contemporary healthcare delivery, the professional role of the nurse leader in healthcare delivery. Leadership and management principles will be examined. *Prerequisites: NUR 4000, 4150, 4350 (pre-licensure BSN students). Co-Requisite: NUR 4000 (RN-BSN students).*

NUR 4150 (5-3-6) Psychiatric/Mental Health Nursing

This course focuses on the nursing care needs of persons experiencing alterations in social and psychological functioning. Students will examine theoretical and research findings as well as issues and trends influencing the planning and delivery of nursing care for persons with common psychiatric disorders or mental health needs. Emphasis is placed on the role of the professional nurse in psychiatric–mental health nursing, the application of the nursing process as a framework for providing and managing nursing care, and the enhancement of critical thinking skills, therapeutic nursing interventions, effective communication, and interpersonal skills as they relate to care of persons experiencing alterations in social and psychological functioning. Learning experiences will provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles. *Prerequisites: Completion of 3000-level courses. Pre-licensure BSN students only. Co-Requisite: NUR 4000.*

NUR 4350 (5-3-6) Community Health Nursing

This course focuses on care of culturally diverse populations and aggregates within the community. Emphasis is on the use of evidence-based knowledge and six interrelated roles of the professional nurse in addressing the preventative health needs of populations and aggregate groups in the community setting. Current public health problems, epidemiology, trends in healthcare delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical, and environmental factors that influence community and global health. Clinical experiences will allow students to understand, alter, and enhance the political and/or socioeconomic forces that impact health and healthcare delivery. *Prerequisites: Completion of 3000-level courses. Co-Requisite: NUR 4000.*

NUR 4450 (7-3-12) Adult Health Nursing II

This course focuses on nursing care needs of adults with acute and complex health problems related to major body systems. Students will have an opportunity to examine pathophysiological, psychological, and sociocultural implications as well as current research and trends in care of adults experiencing complex health problems. The emphasis is on enhancing critical thinking skills in the planning and delivery of nursing care for adults with complex health problems. Learning experiences provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles and self-direction in providing nursing care for clients with complex health problems in a variety of clinical settings. *Prerequisites: NUR 4000, 4150, 4350. Pre-licensure BSN students only.*

NUR 4510 (2-1-8*) Transition to Professional Nursing: A Capstone Experience

This course facilitates the transition of students into professional practice through preceptorships with professional nurses in a variety of clinical settings. Through this culminating experience, students will synthesize knowledge of nursing cognates and general education to increase their responsibility and accountability for providing quality nursing care. Faculty selects, with input from individual students, a clinical agency for the clinical experience. Students will apply all nursing roles (advocate, clinician, collaborator/coordinator, educator, leader, and researcher) with an emphasis on the clinician and

leader roles. The experience allows faculty to assess each student for minimal competencies of the terminal educational objectives. *Prerequisites: Pre-licensure BSN students only. Co-Requisites: NUR 4120, 4450. To enroll in this course students must have adhered to all Department of Nursing policies and procedures during this and prior semesters. *To meet the North Carolina Board of Nursing precepted clinical experience requirement of 120 hours, the course does not follow the traditional one semester credit hour for 3 contact hours for a laboratory experience.*

NUR 4550 (3-3-0) Professional Nursing Issues in Practice

This course is the capstone experience that includes synthesis of nursing cognates and general education. The experience allows the students to assess their knowledge of the program objectives. The course will incorporate essential knowledge, psychomotor, and affective domains of BSN education. *Prerequisites or Corequisites: to be taken simultaneously with or after completing all other requirements for the BSN degree. RN-BSN students only.*

ELECTIVE COURSES

NUR 4210 (3-3-0) Nursing and Women's Health

This course focuses on the current health care challenges and issues of women's health and implications for professional nursing practice. Women's roles in a complex society will be examined to facilitate increased self-awareness as consumers and providers in the health care delivery system.

NUR 4400 (1-0-0) Professional Nursing Honors Practicum

This course provides outstanding academic nursing students the opportunity to identify and analyze a nursing topic and/or problem of major interest. Students enrolled will create their project and learning objectives in collaboration with faculty facilitator. This course is NOT REQUIRED FOR THE DEGREE. Students are encouraged to consider this course if planning to attend graduate school. *Prerequisite: Must be classified as a senior and have a minimum overall cumulative GPA of "B" (3.0) and Department Chair approval.*

PHILOSOPHY AND RELIGION

Chair: Jeffery L. Geller

Mihwa Choi	Merrill P. Miller	David H. Nikkel
Melinda Rosenberg	Robert Seesengood	Ray K. Sutherland

Philosophy and religion have long been considered integral parts of the Liberal Arts Programs. The courses presented here are planned to give the inquiring student an introduction to these broadening disciplines, the means whereby the significance of various disciplines can be interpreted, and a way of viewing, understanding and resolving some of the conflicts and issues in modern culture. These courses prepare the student to take an active part in community activities or in planning for graduate study.

A combined major in philosophy and religion of thirty hours is offered. A minor of eighteen hours is also offered.

Students interested in majoring in philosophy and religion should discuss their interests with a faculty member in the Department. In order to help fulfill the aims of the individual student, courses are to be selected in conference with the student's departmental advisor.

BACHELOR OF ARTS IN PHILOSOPHY AND RELIGION

Requirements for a Bachelor of Arts Degree in Philosophy and Religion	Sem. Hrs.
Freshman Seminar	1
General Education Requirement*	44
Courses for the Major:	30
Required Courses (9 hours): PHI 1000; REL 1300; PHI 1010	
Courses from the Core Philosophy and Religion Curriculum (21 hrs.)	
At least four of these areas must be represented:	
General: PHI/REL 1020, REL 1050, 1060, 1080, 1220, 1430	
Philosophy and Culture: PHI 2040, 2050, 3010, 3200, 3210, 3220, 3760, 4030, 4230, 4430	
Biblical: REL 2030, 2220, 3160, 3180, 3210, 3360, 3370, 4010	
History of Philosophy: PHI 2110, 3080, 3090, 4000, 4050	
World Religions: REL 2130, 2160, 2180, 3030, 3150, 3420, 3430, PHI/REL 4500	
Religious Thought: PHI/REL 2020, REL 2050, 2090, 2140, 3190, 3270, 3280, 4070	
Electives	45
	Total: 120

ACADEMIC CONCENTRATION

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of Philosophy offers an academic concentration in the form of a Philosophy and Religion major of 30 hours. Six hours of this 30 may also be used to meet General Education requirements.

MINORS IN PHILOSOPHY AND RELIGION (18 Semester Hours)

The Department of Philosophy and Religion offers minors for students in other majors. Students majoring in Philosophy and Religion may also pursue a minor in the department under certain circumstances. There are a number of courses in the department which may be used in developing a minor. Students are encouraged to consult with a member of the department in planning a minor. Some of the possibilities would be in Biblical Studies, Non-Western Religions, Ethics, Church History, Religious Thought, and Philosophy.

Minor Areas and Required Courses in the Minor

The minor requires 18 semester hours. A large number of elective hours are possible in each minor. Minors must be approved by the Department.

Philosophy Minor PHI 1000 plus 15 elective hours.

Religion Minor REL 1300 plus 15 elective hours.

Philosophy and Religion PHI 1000 and REL 1300 plus 12 elective hours.

Minor in British Studies

Students should consult the Interdisciplinary Majors and Minors section of the catalog, page 34, for a description of the interdisciplinary minor in British Studies.

COURSES

PHILOSOPHY (PHI)

GENERAL

PHI 1000. Introduction to Philosophy

A survey of the major issues and philosophers in the history of western philosophy. Fall, Spring. Credit, 3 semester hours.

PHI 1020. Perspectives on Humanity (REL 1020)

A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. Fall, Spring. Credit, 3 semester hours.

HISTORY

PHI 2110. American Philosophy

A study of the major figures in American philosophy, including Pierce, Royce, James, and Dewey. Alternate Spring. Credit, 3 semester hours. PREREQ: PHI 1000 or consent of instructor.

PHI 3080. The Great Philosophers: Ancient and Medieval

Studies in Plato, Aristotle, Augustine, Aquinas, and others. Alternate Fall. Credit, 3 semester hours. PREREQ: PHI 1000 or consent of instructor.

PHI 3090. Modern Philosophy

Studies in Descartes, Locke, Kant, Hegel, Nietzsche, and Wittgenstein. Alternate Spring. Credit, 3 semester hours. PREREQ: PHI 1000 or consent of instructor.

PHI 4000. Contemporary Philosophy

A study of phenomenology, existentialism, post-modernism, logical positivism, ordinary language philosophy, and conceptual analysis. Alternate Fall. Credit, 3 semester hours.

LOGIC

PHI 1010. Logic

The methods and principles of correct thinking. Emphasis on informal logic, the syllogism, and fallacies. Computer modeling activities are required. Fall, Spring. Credit, 3 semester hours.

PHILOSOPHY AND CULTURE

PHI 2020. Philosophy of Religion (REL 2020)

An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, the character and meanings of religious commitment. Alternate Spring. Credit, 3 semester hours.

PHI 2040. Introduction to Ethics

A study of the criteria by which moral decisions are made and their applications to selected contemporary ethical issues. Spring. Credit, 3 semester hours.

PHI 2050. Social and Political Philosophy
Studies of opposing philosophical views about humankind and the foundation of political and social life. Alternate Fall. Credit, 3 semester hours.

PHI 3010. Moral Theory
This course will take an in-depth focus on the major theoretical approaches to ethics. The course will begin with a review of the historical origins of moral theory (Aristotle, Kant, and Mill). During the second part of the class, we will examine several attempts to rearticulate virtue ethics, Kantian ethics, and utilitarianism to address contemporary concerns. This course is intended as an advanced course in moral theory and is not a replacement for PHI 2040. Every third year. Credit, 3 semester hours. PREREQ: PHI 1000 or 2040.

PHI 3200. Ethics, Politics, and Law
A study of the issues that lie at the intersection of moral theory, political philosophy, and legal philosophy, the course will address several issues of particular interest to all three fields, among them punishment, freedom of speech, and the nature of political obligation. Analysis will be filtered through a careful reading of several important contemporary works in moral, political, and legal philosophy. The course assumes some background in at least one of the three areas being studied. Every third year. Credit, 3 semester hours. PREREQ: PHI 2040.

PHI 3210. Philosophy of Science
A study of the problems and implications of the mathematical, physical, biological, and social sciences leading to philosophical synthesis of the relation between the sciences and humans. Alternate Spring. Credit, 3 semester hours. PREREQ: PHI 1000 or instructor consent.

PHI 3220. Religion and Science (REL 3220)
An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. Alternate Fall. Credit, 3 semester hours. PREREQ: PHI 1000 or consent of instructor.

PHI 3760. Medical Ethics
An examination of the major ethical issues raised by recent medical developments, such as: abortion, psychosurgery, organ transplants, euthanasia, human experimentation and health care. Alternate Fall. Credit, 3 semester hours.

PHI 4030. War and Morality
When is a nation justified in going to war, or are we morally obliged to refrain from killing others? Ought decisions to wage war be constrained by morality at all? And, in the event that war is sometimes justified, are there restrictions upon what soldiers are permitted to do in war? This course will explore a range of possible answers to these questions. After a brief overview of contemporary moral theory, students will discuss arguments for and against pacifism and realism and then turn their attention to a middle-ground answer, just war theory, which attempts to place moral limits on the practice of war. Every third year. Credit, 3 semester hours. PREREQ: PHI 1000.

PHI 4050. Victorian Social and Political Thought
This course will explore some of the leading thinkers and principal themes of social and political thought in Victorian Britain. The course will trace the concurrent development of individualism and liberalism as well as collectivism and socialism, paying particular attention to the question of extending the franchise, poor relief, and attitudes toward commerce, industry, culture, and character. Primary authors for the course will include T.R. Malthus, John Stuart Mill, Thomas Carlyle, John Ruskin, Matthew Arnold, Charles Dickens, John Austin, Friedrich Engels, and T.H. Huxley. Every third year. Credit, 3 semester hours. PREREQ: PHI 2040 or instructor consent.

PHI 4230. Philosophy of Art and Beauty
A study of aesthetic values in nature, art, literature, music, and drama. Alternate Spring. Credit, 3 semester hours.

PHI 4430. Business Ethics

An analysis and evaluation of ethical theories and their application to business. Possible topics include economic justice, social responsibility of business, corporate responsibility, self-regulation and government regulation, duties to the environment, ethics of advertising, the rights and duties of employees, manufacturers and consumers. As announced. Credit, 3 semester hours.

PHI 4500. Advanced Studies in Eastern Philosophies and Religions (REL 4500)

In-depth analysis of Eastern (Asian) philosophies/religions/ways of life, based on the reading of primary Hindu, Buddhist, and Taoist texts. Jainism, Sikhism, Confucianism, and Shinto also receive coverage. Comparison of Eastern and Western understandings of the nature of religion, philosophy, ultimate reality, and the human condition and destiny is included. As announced. Credit, 3 semester hours.

METAPHYSICS AND EPISTEMOLOGY

PHI 3110. Theories of Knowledge and Reality

A study of the major attempts to answer the fundamental questions about the self, the nature of reality, God, perception, and belief. Alternate Fall. Credit, 3 semester hours. PREREQ: PHI 1000 or consent of instructor.

SPECIAL STUDIES IN PHILOSOPHY

PHI 4990. Independent Study in Philosophy

A student who wishes to enroll in 4990, Independent Study, must: 1. be classified as a senior, 2. have a cumulative grade point average of 3.0 or better in the major area of study, 3. request independent study in the major area, and 4. submit a Request for Approval of Independent Study in triplicate to the Office of Academic Affairs. The form can be obtained from the Department Chair. It must be approved by: 1. the professor supervising the student in independent study, 2. the Department Chair, 3. the Registrar, and 4. the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Fall, Spring, Summer. Credit, 1-3 semester hours.

PHIS 4xxx. Seminar in Philosophy

An examination of selected philosophers, movements, problems, or major ideas to be presented each term the course is presented. The objectives of the course may be met by directed research. The course may be repeated for credit up to and including 9 semester hours as long as there is no duplication of subject matter. Fall, Spring. Credit, 1-3 semester hours. PREREQ: Consent of instructor.

RELIGION (REL)

GENERAL

REL 1020. Perspectives on Humanity (PHI 1020)

A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. Fall or Spring. Credit, 3 semester hours. PREREQ: PHI 1000 or REL 1300.

REL 1300. Introduction to Religion

This course seeks to define what religion is and to outline different approaches to the study of religion. The following questions are discussed: What are the roots of religious faith? What might a mature religious faith look like? Readings relating religion to the new generation are part of this study. Fall, Spring. Credit, 3 semester hours.

BIBLICAL

REL 1050. Introduction to the Old Testament

A study of the Covenants in Israel, of the rise and fall of the Hebrew nations under the judges and kings, of the religious development of the people as written in the literature of these periods. Fall, Spring. Credit, 3 semester hours.

REL 1060. Introduction to the New Testament

The study of the origins and development of Christianity from Jesus Christ through the first century with emphasis on the writings of that age in correlation with the history of the Roman Empire. Fall, Spring. Credit, 3 semester hours.

REL 2030. The Pentateuch

A study of the composition and structure of the Pentateuchal literature (the first five books of the Bible) and how these narratives and laws were perceived and applied throughout Israel's history. Alternate Fall. Credit, 3 semester hours. PREREQ: REL 1300 or instructor consent .

REL 2220. Life and Letters of Paul

A study of the life and world of Paul with special consideration of his preparation and mission, his style and subject matter. Spring. Credit, 3 semester hours. PREREQ: REL 1060 or REL 1300 or consent of instructor.

REL 3160. Biblical Wisdom Literature

A study of Proverbs, Job, Qoheleth, intertestamental Wisdom literature, and the aphorisms and parables of Jesus. As announced. Credit, 3 semester hours.

REL 3180. Apocalyptic Literature

A study of apocalyptic literature of the Old and New Testaments with emphasis on the historical, religious and psychological backgrounds. Alternate Spring. Credit, 3 semester hours.

REL 3210. The History of Biblical Worship

This course is a study of the theory, theology, and practice of worship as it is presented in the various texts of the Bible. The course will key on the development of worship from the time of the patriarchs, through the wide variety of worship in monarchic era Israel and the synagogues and churches of the first century. The origins and meaning of sacrifice, prayer, priesthood, temple, and the concept of the holy will be examined from historical, sociological, and anthropological perspectives. Credit, 3 semester hours.

REL 3360. Life of Jesus

A study of the life and teachings of Jesus as they are presented in the four gospels with emphasis upon world conditions in his day and the significance of teachings on Jesus+ death and understanding of the resurrection. Fall. Credit, 3 semester hours. PREREQ: REL 1060 or REL 1300 or consent of instructor.

REL 3370. Prophetic Literature of the Bible

A review of the call, purpose, and work of the prophet. A study of the writings of Amos, Hosea, Jeremiah, Isaiah, etc. Alternate Fall. Credit, 3 semester hours. PREREQ: REL 1300 or 1050 or consent of instructor.

REL 4010. Biblical Narrative

A study of the poetics, genres, and messages of narrative literature in the Old Testament and the New Testament: the Pentateuch, the former Prophets, the Apocrypha, and the Gospels. As announced. Credit, 3 semester hours. PREREQ: REL 1300 or consent of instructor.

RELIGIOUS THOUGHT AND CULTURAL EXPRESSION

REL 1080. Introduction to Religious Thought

This course will serve as an introduction to key common issues in religious thought, such as the nature of ultimate reality, human nature and ultimate destiny, and how religious people claim to know divine matters through reason and revelation. The course will focus on Judeo-Christian theology, though other perspectives will be treated. Some attention will be paid to the cultural contexts that influence religious thinkers as they formulate questions and offer answers on these inescapable issues. Credit, 3 sem. hours.

REL 1220. Understanding Religious Practices

Rituals are a basic component of religions and all of human existence. This course provides an introduction to the study of these routinized practices, considering the ways they develop and change across time and context, the impact that participating has on individual participants, and the similarity of religious practices to non-religious rituals. Spring of alternate years. Credit, 3 semester hours.

REL 1430. Society and Religion

This course provides an introduction to the various ways that religion interacts with society, including issues such as gender, social status, family relations, individual and group identity, economics, social issues, and politics. Spring of alternate years. Credit, 3 semester hours.

REL 2020. Philosophy of Religion (PHI 2020)

An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, and the character and meanings of religious commitment. Alternate Spring. Credit, 3 semester hours.

REL 2050. Religion, Art, and Culture

A study of the interaction between religion and culture, involving intellectual, aesthetic, and theological dimensions of meaning. A primary focus will be visual art, including painting through Western history and contemporary films. Credit, 3 semester hours.

REL 2090. Religion in America

A study of distinctive themes and characteristics of religion in America. Topics such as Civil Religion, Religious Liberty and the Free Church, Revivalism, American Religious Movement, Missions, Black Religion, American Indian traditions, and American religion in ferment will be considered. Fall. Credit, 3 semester hours.

REL 2140. Introduction to Religious Ethics

An introduction to and survey of religious ethics, particularly in the Judeo-Christian tradition. The course will examine resources and methods for doing religious ethics from scripture, tradition, and contemporary philosophy, experience, and culture, as well as analyze specific personal and social moral issues. As announced. Credit, 3 sem. hours.

REL 3190. Modern Religious Thought

A study of selected trends and figures in modern religious thought. Alternate Fall or Spring. Credit, 3 semester hours. PREREQ: REL 1300 or consent of instructor.

REL 3220. Religion and Science (PHI 3220)

An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. On demand. Credit, 3 semester hours. PREREQ: PHI 1000 or consent of instructor.

REL 3270. History of Western Religious Thought

An overview of Western religious thought from antiquity through the eighteenth century. The religious dimensions of ancient Greek philosophy, developments in Christian, Jewish, and Islamic theology, as well as reformulations and skeptical responses of the Enlightenment, are covered. As announced. Credit, 3 semester hours.

REL 3280. Violence and Harmony in Religion

This course examines the positive and negative interactions between adherents of differing religions, considering the larger pattern of inter-religious relations and the complex sources of conflicts. The course will focus on specific conflicts as case studies. Specific cases will vary. Every third Fall. Credit, 3 semester hours.

REL 4070. Origins of Judaism and Christianity

This seminar examines the work of scholars engaged in redescribing the beginnings of ancient Israel, of Judaism, Christianity, and Islam. It focuses on the critical difference between "beginnings" as a historical category and "origins" as a mythic category, and the implications of this difference for understanding the foundation narratives of Western religious traditions. As announced. Credit, 3 semester hours. PREREQ: REL 1050 and 1060 or REL 1300 and 2180 or consent of instructor.

REL 4170. Sociology of Religion (SOC 4170)

Religious institutions and relationships in modern society. As announced. Credit, 3 semester hours. PREREQ: Consent of instructor.

RELIGIONS OF THE WORLD

REL 2130. American Indian Religious Traditions (AIS 2130)

This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such, it is a survey of the religious traditions and practices of American Indians. Spring. Credit, 3 semester hours.

REL 2160. Religions of the Far East

A study of the historical development and teachings of Hinduism, Buddhism, Shintoism, and Confucianism. Offered alternate years with REL 2180 and 3150. Credit, 3 sem. hrs.

REL 2180. Religions of the Near East

A study of the historical development and teachings of the religions of the Near East with emphasis on Islam, Zoroastrianism, and Baha'ism and including current Near Eastern Christians. Offered in alternate years in sequence with REL 2160 and 3150. Credit, 3 semester hours.

REL 3030. Islam

Providing an introduction to the study of Islamic traditions, the course begins with an overview of early Islamic developments, including topics such as Muhammad, the Quran, and the spread of Islam. The course continues with a study of Islamic thought and practices, contextualizing these topics by focusing on the experiences of Muslims in particular locations around the globe. Every third Spring. Credit, 3 semester hours.

REL 3150. Judaism

An examination of the history, literature, and faith of Post-Exilic Judaism. Offered in alternate years in sequence with REL 2160 and 2180. Credit, 3 semester hours.

REL 3420. Hindu Traditions

This course focuses on the diverse basic elements associated with Hindu traditions, including sacred texts, philosophical conceptions, gods and goddesses, social relations, and ritualized practices. This course will also consider the ways that Hindus throughout the world practice their Hindu traditions and relate to other religious traditions. Every third Spring. Credit, 3 semester hours.

REL 3430. Buddhist Traditions

Following an overview of the historical Buddha, the basic concepts in Buddhism, and the spread of Buddhist traditions throughout Asia, the course examines the major branches of Buddhism, contextualizing this study with a focus on Buddhism in specific locations. Every third Spring. Credit, 3 semester hours.

REL 4500. Advanced Studies in Eastern Philosophies and Religions (PHI 4500)

In-depth analysis of Eastern (Asian) philosophies/religions/ways of life, based on the reading of primary Hindu, Buddhist, and Taoist texts. Jainism, Sikhism, Confucianism, and Shinto also receive coverage. Comparison of Eastern and Western understandings of the nature of religion, philosophy, ultimate reality, and the human condition and destiny is included. As announced. Credit, 3 semester hours.

SPECIAL STUDIES IN RELIGION

REL 4410. Theories and Methods in Religion

This course examines various methods of studying religions and the historical development of the academic study of religions. Both the critical evaluation and application of various theories and methods are central in this course. Students are expected to apply particular methods to develop a significant research paper. Every third Fall. Credit, 3 semester hours.

REL 4990. Independent Study

A student who wishes to enroll in REL 4990, Independent Study, must: (1.) be classified as a senior, (2.) have a cumulative grade point average of 3.0 or better in the major area of study, (3). request independent study in the major area, and (4.) submit a Request for Approval of Independent Study in triplicate to the Office for Academic Affairs. The form can be obtained from the Department Chair responsible for the student's major area of study. It must be approved by the professor supervising the student in independent study; the Department Chair; the Registrar; and the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Fall, Spring. Credit, 1-3 semester hours.

RELS 4xxx. Special Studies in Religion

A study of selected religious problems, themes, issues or topics to be selected each term the course is presented. The objectives of the course can be satisfied by means of Directed Research. Possible topics are: Religion and Human Life, Myth, Symbol and Metaphor, Religion and Art, Hermeneutics, Contemporary Issues in Religion, Religious Dimensions in Education, and Counseling. Fall, Spring. Credit, 3 semester hours. This course may be repeated for credit up to and including 9 hours as long as there is no duplication of subject matter. PREREQ: Consent of instructor.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Chair: Nicholas A. Giannatasio

William G. Albrecht	Daniel G. Barbee	Kevin S. Freeman
Sean Giovanello	Carole Graham-Freeman	Michael R. Hawthorne
Elizabeth L. Normandy	Robert O. Schneider	

Political Science is the systematic study of politics. In its broadest sense, politics includes the decision-making and decision-enforcing processes concerned with the use of valued resources for any group that makes and enforces rules for its members. In this department the emphasis is upon the parts of these processes involving the government.

The Department of Political Science and Public Administration seeks to follow the aims of the liberal arts tradition. It also seeks to provide political science and public administration students with an educational background that will prepare them for a wide range of career opportunities and that are expected by prospective employers from the fields of Law, Foreign Service, Public Administration, Journalism, "Practical Politics," and Teaching.

BACHELOR OF ARTS IN POLITICAL SCIENCE

Requirements for a Bachelor of Arts Degree in Political Science	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	37
Electives	39
	Total: 121

MAJOR REQUIREMENTS: (37 Hours)	
Introductory Requirement: PSPA 1000, 1010	6
Core Courses: PSPA 2000, 2170, 2190, 2330	13
Option Courses [choose one option package below]	18
	Total: 37

General Option Package:

Choose any six additional Political Science courses with at least four of the six at the 3000 or 4000 level.

Pre Law Option Package:

PSPA 3030, 3100, 3110, 3120; and choose two other Political Science courses at the 3000 or 4000 level**

Public Policy and Administration Option Package:

PSPA 2010 or 2020; PSPA 2100; PSPA 3310 or 4400; PSPA 3600; PSPA 4530 or 4500; one other Political Science course at the3000 or 4000 level.

International Studies Option Package:

PSPA 2510; two courses from PSPS 3000-3100; and three other International Relations or Comparative Politics courses chosen in consultation with the International Studies advisor.

Public Policy and Administration with Applied Gerontology Minor: (55 hours)

1. Complete Public Policy and Administration Option Requirements above. (37 hours)
2. Complete Applied Gerontology Minor (18 hours)
   BIO 1030; SOC 2700; PSY 3050; REC 4250; SOC 3750; SWK 3840
   Suggested Electives: SOC 2800, SWK 3480, SWK 3500

*Students who plan a major in Political Science should consult with the Department Chair prior to registering for General Education courses.

**Chosen in consultation with the pre-law advisor

ACADEMIC CONCENTRATION

Academic Concentration in Political Science: (28 Hours)
For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Political Science Department offers an Academic Concentration of 28 hours. This Academic Concentration is available to other students, regardless of major.
Requirements:

PSPA 1000, 1010, 2000, 2170, 2190, 2330;
Any three additional courses in political science with at least one at the 3000 or 4000 level.

MINORS

Public Policy and Administration Minor: (19 Hours)

The department believes that there are many students majoring in Business Administration and Economics, Education, Sociology, and other disciplines who may someday seek employment in some administrative position in the public sector. While not wishing to major in political science, these students would benefit from a structured set of courses outlining the operations and problems of the administrator of a public agency. Even if the student never seeks employment as public administrator, the department believes that exposure to these courses within the public administration minor will help the student to perform their private sector administration roles more capably, especially since the growth of government has created numerous points of contact between public sector and private sector administrators.

Requirements:

PSPA 1000, 2010 or 2020, 2100, 2190, 2330.
One other Political Science Course at the 3000 or 4000 level.

Legal Studies Minor: (19 Hours)

The minor in legal studies is designed to accommodate the student who is majoring in some other discipline and also quite interested in going to law school and pursuing a legal career. This allows the student to concentrate in a particular area of expertise within which he or she plans to specialize once the student begins to practice law. Rather than require the student to major in political science, the minor in Legal Studies gives the student more flexibility to pursue other interests while receiving a sound preparation for law school study.

Requirements:

PSPA 1000, 2170, 2190, 2330, 3100, 3120

General Political Science Minor: (19 Hours)

This third minor is less structured than the other minors because the department wishes to accommodate the student who enjoys political science, but who does not wish to pursue a major because of other career or vocational goals. The department wishes to encourage the student to take an "eclectic" approach and enroll in courses that discuss topics of interest to the student so that the individual needs of the student will be better met.

Requirements:

PSPA 1000, 1010, 2000, 2330
and any two additional 3000- or 4000-level Political Science courses.

The Department of Political Science participates in two interdepartmental minors: Personnel and Organizational Leadership and World Studies. For further details on this minor see Special Programs section.

COURSES (PSPA)

IINTRODUCTION

PSPA 1000. Introduction to Political Science

A study of general political science concepts, definitions, and approaches within the framework of discussions of how individuals and groups may be able to utilize more effectively the political, social, and economic systems with which they come into contact. Fall, Spring. Credit, 3 semester. hours.

PSPA 1010. Introduction to American National Government

An introductory study of: (1) the basic concepts of political science, (2) the brief history of the basic principles of the Constitution, (3) the structure, functions of and the relations between the legislative, executive and judicial branches of national government, and (4) the relations between the national and state governments. Fall, Spring. Credit, 3 semester hours.

THEORY, PHILOSOPHY, AND METHODOLOGY

PSPA 2130. Contemporary Political Ideologies

A study of twentieth century ideologies, including liberalism, conservatism, Nazism, fascism, communism, democratic socialism, and more recent doctrines such as third world nationalism, minority liberation, women's liberation, and the new left. As announced. Credit, 3 sem. hours.

PSPA 2330. Introduction to Theory and Methodology

This course concerns basic concepts of political science and teaches the student how to do research, use the library, evaluate the research of others, draw a graph, construct a table, and use a few simple statistical techniques. Fall, even years. Credit, 4 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 3030. Political Thought

A study of the historic and conceptual background of political thought from the classical through contemporary political thinkers. Emphasis is placed on the application of ideas and concepts learned to current political and personal situations so as to enable the student to function better and more thoughtfully as an individual and as a member of various social and political systems. Spring, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 3930. Census Data for Social Sciences and Business

An introduction to accessing, analyzing, and interpreting census data. Emphasis is placed on using census data for research in social science, marketing, and related fields. As announced. Credit, 1 semester hour. PREREQ: MAT 1050 or 1070 or permission of instructor.

PSPA 4180. Special Topics in Theory, Philosophy, and Methodology

An in-depth study of a selected topic from the field of political philosophy or methodology. Fall, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

DIRECTED RESEARCH AND INDEPENDENT STUDY

PSPA 3980. Directed Research in Political Science I

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. Fall or Spring. Credit, 1-3 semester hours. PREREQ: PSPA 1000 or 1010 and permission of instructor.

PSPA 3990. Directed Research in Political Science II

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. Fall or Spring. Credit, 1-3 semester hours. PREREQ: PSPA 1000 or 1010 and permission of instructor.

PSPA 4990. Independent Study in Political Science

Directed reading and research under the guidance of the instructor in a specific area or problem in political science. Scheduled only for senior political science majors with the approval of the Chair of the Department. Fall or Spring. Credit, 1-3 semester hours. PREREQ: PSPA 1000 or 1010 and permission of instructor.

AMERICAN GOVERNMENT AND POLITICS

PSPA 2010. American State Government

An examination of the setting, institutions, politics, and policies of state governments in the United States. Fall, alternate odd-numbered years, beginning 1989. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 2020. Local Government in the United States

An examination of the setting, institutions, politics, and policies of local government in the United States. Fall, alternate odd-numbered years, beginning 1989. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 2150. North Carolina Politics and Government

A study of the North Carolina political system: its environment, the forces and elements making up the system, the policies of that system, and the impact of the policies. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 2170. Judicial Process and Behavior

An examination of the role of judges, lawyers, and jurors in the decision-making process as influenced by their recruitment and socialization of the political framework in which they operate, and the various factors, ideology, attitudes, and values that influence their decisions. Fall, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 3010. Political Parties and Interest Groups in the United States

The history, development, organization, functions and purpose of parties and interest groups, and the role played by them in the policy-making and election of the government in the United States and other Western democracies. Fall, alternate even-numbered years, beginning 1990. Credit, 3 sem. hours. PREREQ: PSPA 1010 and 2330.

PSPA 3040. Legislative Process in the United States

A study of: (1) the distribution of the legislative power in the three branches of the government, (2) the structure and functions of the legislature, (3) the actual process of legislation both in the national and state governments, its defects and remedies, and (4) the attainment of responsible and responsive government. Important legislative problems will be selected and serve as a basis for analyzing the legislative process. Spring, alternate even-numbered years, starting in 1990. Credit, 3 semester hours. PREREQ: PSPA 1010 and 2330.

PSPA 3050. Public Opinion and Elections in the American Political System

A study of the nature of public opinion, campaigns, and elections and their functions in the American political system. Fall, alternate even-numbered years, beginning 1988. Credit, 3 semester hours. PREREQ: PSPA 1010 and 2330.

PSPA 3060. The American Presidency

The central role of the American presidency in the political process and the relationship among the presidency and the other branches of government. Spring, alternate even- numbered years, beginning 1988. Credit, 3 semester hours. PREREQ: PSPA 1010 and 2330.

PSPA 3100. Constitutional Law

A study of (1) the federal system, especially the relations between the national government and the States, and (2) the jurisdiction of the federal courts. Spring of odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1010 and 2170.

PSPA 3110. Constitutional Law of Individual and Equal Rights

A study of the U.S. Constitution and appellate court rulings and interpretations of civil liberties and individual rights. Spring of even-numbered years Credit, 3 semester hours. PREREQ: PSPA 1010 and 2170.

PSPA 3120. Law of Criminal Procedure

Constitutional limitations on police activity. Due process; right to counsel; arrest, search and seizure; electronic eavesdropping; confessions; and the scope of exclusionary rules. Fall. Credit, 3 semester hours. PREREQ: PSPA 1010 and 2170.

PSPA 4020. Selected Topics in American Government

A study of selected problems, either in theory or in practice, in American government, with readings, discussions and papers on these problems. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 4050. Washington Internship

This internship presents an opportunity for a student to get a deeper understanding of the legislative process by participating in the activities of a U.S. Congressman's office. The intern will spend a semester in Washington, D.C. working in the office of a Congressman and will be responsible for performing assigned research on legislative issues as well as working on constituency problems. Students will be assigned reading material on the legislative process and will be required to submit various papers in order to fulfill the internship requirements. The internship is limited to Political Science majors. No more than six credit hours may be applied to fulfill the thirty-six hour requirement for a major in political science nor is the student eligible to enroll in any other departmental internship program (PSPA 360, 361, or 364). Scheduled for political science majors with the approval of the Chair of the Department. Credit, 6-12 semester hours. PREREQ: PSPA 1010 and Junior or Senior standing required at time of participation.

PSPA 4500/PAD 5500. American Policy Process

Survey of American policy processes, including institutional responses to policy demands, agenda setting, implementation, and outcomes. Approaches to analyzing both processes and outcomes will be discussed. Students will be expected to engage in analysis of policy problems. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 2330 and one other 3000 level course in American Government.

PUBLIC POLICY AND ADMINISTRATION

PSPA 2100. Introduction to Public Administration

An introductory study of general principles and problems of administrative organization in government: federal, state, and local. The role, relationships, processes, and control of governmental institutions, in the political context, with special emphasis on the American experience, will be surveyed. Spring, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 2190. Public Policy and Analysis

This course seeks to explore both the causes and consequences of public policy, i.e., both policy determination and policy impacts. The former is concerned with political, economic, social, environmental or other factors which are hypothesized to be political determinants. The latter is concerned with social, economic, political, or other conditions which are hypothesized to be policy impacts. Fall, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 3020. Administration of Municipal Government in the United States

A study of American municipal government in its setting and development, power and politics, management process, administration of services, social and economic problems, planning, fiscal problems and practices, intergovernmental relations, and emerging trends. Spring. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 3310. Public Finance (ECN 3300)
A study of revenue and expenditure on all governmental levels in the United States. Spring, odd numbered years. Credit, 3 semester hours. PREREQ: ECN 1000.

PSPA 3600. Introductory Internship in Public Administration
The acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 3610. Advanced Internship in Public Administration
This is a continuation of the internship of PSPA 3600. It continues the acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 3600.

PSPA 3640. Practicum in Public Administration
Restriction: Open to majors in Political Science only. This course provides students with management experience of at least 80 working days with regular wages provided by a government or community agency. Working under the supervision of a professor and a designated official of the agency, students produce an extended report exploring a concern of the agency. As announced. Credit, 6 semester hours. PREREQ: PSPA 1000 or 1010, and consent of instructor and departmental chair.

PSPA 4400. Comparative Public Administration
Examination and analysis are made of the administrative systems of foreign governments of selected Western and non-Western countries; attention is given to practices applicable to administration in the United States. Spring, even years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 4530/PAD 5510. Advanced Public Administration
Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 2100, 2330.

COMPARATIVE GOVERNMENT AND POLITICS

PSPA 2000. Introduction to Comparative Politics
This course provides students with a basic understanding of the political science sub-field of Comparative Politics. It is designed to introduce the various approaches to comparative political analysis. Students will analyze, compare, and contrast the basic political structures, political behavior, public policy, and political procedures of several different countries, each of which has a unique political and cultural structure. Spring. Credit, 3 semester hrs. PREREQ: PSPA 1000 or 1010.

PSPA 3750. Politics in the Developing World
This course explores issues relating to the social, economic, and political conditions of the developing world. It intends to answer questions such as: 1) What is the Third World and how is it characterized? 2) What is development and is it desirable? and 3) How do countries attain development? Topics to be discussed include: history and geography; population, food and education; political conflict and instability; trade and the world economy; and women in the developing world. Fall, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 4200. Special Topics in Comparative Politics
An in-depth study of a selected topic from the field of comparative politics. Spring and Fall, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

INTERNATIONAL ORGANIZATION, RELATIONS, AND LAW

PSPA 2510. Introduction to World Politics (WLS 2510)

This course gives students a basic understanding of the major issues and aspects of world politics. It includes an overview of trends in world politics in the twenty-first century, considers the relevant global actors, explores the relevance of non-state actors, and focuses on the increasing importance of issues relating to global welfare. A central premise is that world politics is a combination of political, historical, economic, and sociological factors which are not static. Fall. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 2520. Theories of International Relations

Analyzes the methods and dominant approaches to the study of international relations including international political economy, theories of conflict, decision-making theory, integration theory and deterrence. Fall, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 3220. International Political Economy

This course examines the political dynamics of the development and management of the contemporary international economic system. It analyzes major issues in the global political economy, including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, foreign aid, debt, North–South relations, and international environmental issues. Fall of even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 3620. International Issues

This course examines selected contemporary political issues and trends, with emphasis on the influence of major political and social arrangements and institutions that play a role international politics. Topics covered may include: international trade, economic development, wars, arms control, terrorism, ethnic conflict, human rights, status of women, population growth, food security, and environmental degradation. The class will serve as a forum for debate about a number of these issues. Spring of even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 3800. International Organizations

A survey of the historical evolution, functions and current policies of various types of regional and universal organizations and their role in contemporary international relations. Organizations that deal with transnational issues, peacekeeping, and international political economy will be featured. Special emphasis will be placed on the United Nations, its structure, and its role in the world. Spring, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 3810. International Law

This course introduces students to the field of international law. It emphasizes the connection between international law and world order. Topics covered include sources of international law, its relation to municipal law, the rights and duties of states and individuals, state territory and jurisdiction, international agreements, nationality and the treatment of aliens, diplomatic and consular relations, war and the use of force, and common space resource regimes. Fall of odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 4170. International Security Policy

This course introduces students to the issues, concepts, and theories relating to security in the contemporary international system. It will examine a number of strategies for addressing problems related to war and peace in world politics. It will consider such topics as the nature and origins of war, arms control and proliferation, terrorism, and the causes and consequences of a number of international conflicts, both past and present. Particular attention will be paid to the process of peacekeeping and peacemaking as it relates to international security. Spring of odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 4300. Special Topics in International Politics
An in-depth study of a selected topic in the field of international politics. As announced. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 4510. Formulation and Conduct of American Foreign Policy
This course examines how United States foreign policy is both created and conducted. It characterizes American foreign policy in general, looks at how government institutions act and interact with one another on foreign policy issues, and discusses the position of the United States in world politics. The roles and interrelations of the executive, Congress, the departments of state and defense, the intelligence community, the media, and public opinion are areas that may be covered. Spring, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPA 4520. Problems in American Foreign Policy
A study of the major issues and problems in American foreign policy, including tradition and other constant factors of policy, with emphasis on the historical development of U.S. foreign policy in post-World War II period. Areas covered may include: World War II and the origins of the Cold War; the development of the Cold War under Truman and Eisenhower; and the foreign policies of U.S. administrations from Kennedy to the present. Spring, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSPS 3000-3100. Regional Area Studies
These courses examine the politics and governments of specific geographic regions. Selected countries within each region may be identified for in-depth comparison. Topics may include political culture, political thought, geography, history, political and economic development, and comparative public policy. The courses may contain an analysis of the foreign policies of a specific geographic region with special attention to the role of the U.S. in that area. Asia, Africa, Latin America, Europe, and the Middle East are areas for possible study in t his course. The area of study and specific focus will rotate. As Announced. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

PSYCHOLOGY AND COUNSELING

Chair: Kelly A. Charlton

Jennifer Bonds-Raacke
Hugh Jackson*
John Raacke
William Collier
Beverly R. King
Elizabeth Denny
Shilpa Pai Regan

*Director of Service Agency Counseling Program

People throughout history have been intrigued by the question, "What is human nature?" Psychology's approach to this topic is aimed at understanding basic patterns of thought, emotion, and behavior. It uses a variety of scientific methods, including interviews, case studies, field observations, neurophysiological recordings, and controlled experimentation. Psychology's fund of knowledge has grown very rapidly over the past century. We now have a much clearer understanding of how people learn, how childhood experiences affect adult personality, how people influence one another during normal social relations, how to treat emotional and behavioral problems, how the brain's biochemistry influences behavior, and many other significant topics.

The Department's courses strive to blend general conclusions with practical application. Many topics are presented through role playing, discussions promoting personal involvement, and other experiential techniques. In addition to teaching established knowledge, the Department attempts to convey the excitement, controversy, and spirit of exploration that pervade the field of psychology today.

The Department offers a Bachelor of Science Degree in Psychology. The Department also offers minors in General Psychology (described below) and Personnel and Organizational Leadership (described under Interdisciplinary Majors and Minors in the Academic Programs section of the catalog) and an academic concentration in Psychology (described below).

These avenues of study prepare students for a variety of occupational paths. Many graduates build careers in human services, administration, entrepreneurship, and other fields of practical endeavor. Others enter graduate school and pursue careers as professional psychologists.

BACHELOR OF SCIENCE IN PSYCHOLOGY

Requirements for a Bachelor of Science Degree in Psychology:	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Major Requirements*	40
Electives	35
	Total: 120

***Major Requirements**: The major in psychology consists of 40 semester hours (of which at least 15 hours must be taken at the 300-level or higher)

Note: No 300-400 level courses should be taken until PSY 2000, 2080, and 2100 have been completed.

I. **Core requirements (16 hours)**: PSY 1010, 1900, 2000, 2080, 2100, 3040

II. **Psychology area requirements (18 hours)**. Select two courses from each area.

Experimental and Cognitive Area: PSY 2150, 3120, 3550, 4010

Social and Personality Area: PSY 2160, 2700, 3160, 3750

Developmental, Clinical, and Counseling Area: PSY 2050, 3050, 3600, 4030, 4170

III. **Directed electives in psychology (6 hours)**. Select psychology electives for least six semester hours.

All of the courses that are included in the computation of the student's overall QPA and that have a PSY prefix will be included in the computation of the QPA for the psychology major.

ACADEMIC CONCENTRATION

Requirements for an Academic Concentration in Psychology: The Academic Concentration in psychology consists of 24 semester hours. Six hours of this 24 may also be used to meet General Education or other requirements. At least 9 hours must be taken at the 3000-level or higher. *Note: No 3000-4000 level courses should be taken until PSY 2080 or 2100 has been completed.*

I. **Core requirements (6 hours):** PSY 1010 (3 hours); PSY 2080 or 2100 (3 hours)

II. **Psychology area requirements (12 hours).** Select one course from each of two areas and two courses from one area.

Experimental and Cognitive Area: PSY 2150, 2200, 3120, 3550, 4010

Social and Personality Area: PSY 2160, 2700, 3160, 3170; 3750

Developmental, Clinical, and Counseling Area: PSY 2050 or EDN 3100; PSY 3050; 3600, 4030, 4170

III. **Directed electives in psychology (6 hours).** Select psychology electives totaling at least six semester hours.

MINOR

Requirements for a Minor in Psychology: The minor in psychology consists of 18 semester hours (of which at least 6 hours must be taken at the 3000-level or higher).

I. **Core requirement (3 hours):** PSY 1010

II. **Psychology area requirements (9 hours).** Select one course from each area.

Experimental and Cognitive Area: PSY 2150, 3120, 3550, 4010

Social and Personality Area: PSY 2160, 2700, 3160, 3170, 3750

Developmental, Clinical, and Counseling Area: PSY 2050, 3050, 3600, 4030, 4170

III. **Directed electives in psychology (6 hours).** Select psychology electives totaling at least six semester hours.

COURSES (PSY)

PSY 1010. Introductory Psychology

A survey of major areas of psychology, with emphasis on issues, concepts, and terminology needed for more advanced courses. Credit, 3 semester hours.

PSY 1030. Psychology of Parenthood

The application of psychological concepts by parents to the understanding and modification of child behavior at all stages of development. Credit, 3 semester hours.

PSY 1250. Human Potential

A survey of current knowledge about the potential for optimal human development. Classroom activities include lecture, discussion, and participation in growth exercises. Credit, 3 semester hours.

PSY 1900. Career and Professional Perspectives in Psychology

This course is intended for majors and will examine psychology as a discipline and a profession. Students will be introduced to career options in psychology at the bachelor's, master's, and doctoral level. Strategies for job searches and graduate school admission will be discussed. Because course topics are highly relevant to their immediate and long-term success, students are strongly encouraged to take this course early in their undergraduate career, typically immediately after completing PSY 1010. Credit, 1 semester hour.

PSY 2000. Research Methods I: Communication Skills

Intended for psychology majors, the course is designed to teach written and oral communication skills used in psychological work. Students will learn to write journal article summaries, behavioral observation notes, and research papers in psychology. Students will be expected to develop skills using

library resources and applying APA guidelines. Credit, 3 semester hours. PREREQ: C or better in ENG 1050 and 1060; declared major, minor, or concentration in PSY.

PSY 2040. Animal Behavior (BIO 2050)
A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Three one-hour lectures and one two-hour laboratory per week. Laboratory time will consist of a mix of demonstrations, experiments, and films. Credit, 4 semester hours. PREREQ: BIO 1000, 1020.

PSY 2050. Childhood and Adolescence
A survey of the stages and processes of the development of human behavior from conception through adolescence. Emphasis on physical, cognitive and psychosocial development. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 2080. Research Methods II: Statistics
An introduction to simple descriptive and inferential statistics which are frequently used by psychologists. The selection and application of procedures appropriate to specific types of psychological research and the standardization of psychological tests will be emphasized. Credit, 3 semester hours. PREREQ: MAT 1050 (or higher).

PSY 2100. Research Methods III: Methodology
An introduction to research methods used in psychology. Experimental research will be emphasized, but survey and correlational research will also be included. Credit, 3 semester hours. PREREQ: recommended, PSY 2000, PSY 2080.

PSY 2150. Psychology of Learning
An introductory survey of the major areas in the psychology of learning. Classical conditioning, operant conditioning, verbal learning, and memory will be included. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 2160. Social Psychology
An introduction to the concepts, principles, theories, and research of social psychology. Social psychology is the study of social influence processes. Topics such as attitude change, perception of other people, interpersonal attraction, aggression, altruism, prejudice, and group dynamics will be covered. Credit, 3 semester hours. PREREQ: PSY 1010 or SOC 2010.

PSY 2200. Behavior Modification
Introduction to the principles and practice of behavior modification. Application in institutional and clinical settings will be discussed, exploring such topics as classroom behavioral problems, the control of smoking, weight loss, phobias, hypertension, and headaches. Credit, 3 semester hours.

PSY 2250. Health Psychology: Wellness and Health (HLTH 2250)
The course will cover the biopsychosocial dynamics of stress and wellness. Students will examine methods of managing stress and enhancing health through cognitive-behavioral modification, biofeedback, meditation, hypnosis, psychotherapy, nutrition, and exercise. Credit, 3 semester hours.

PSY 2700. Industrial/Organizational Psychology
Applies psychological principles to the study of industrial and organizational effectiveness. Covers theory, research, and practical applications related to such topics as work motivation, the communicative process, and the selection, testing, and training of employees. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 3040. History and Systems of Psychology
A study of the development of psychology as a discipline from ancient Greece to modern times. Present issues in psychology are traced to their origins. Credit, 3 semester hours. PREREQ: Any three PSY courses; PSY 2000 strongly recommended.

PSY 3050. Psychology of Adult Development and Aging (HLTH 3050)
The course is designed to survey, topographically and chronologically, the aging period from middle adulthood to older adulthood. Changes in biological, intellectual, memory, learning, personality, and social processes will be addressed. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 3120. Cognitive Processes
An examination of human memory and thinking within the human information processing model context. Credit, 3 semester hours.

PSY 3150. Guiding Young Children
This course presents guidance, counseling, and discipline concepts within a framework of child development, developmentally appropriate practices, and constructivist education. Fall. Credit, 3 semester hours.

PSY 3160. Psychology of Leadership
A look at the psychological processes in small group leadership. Topics include compliance, self-assertion, decision-making, and persuasion. Emphasis on theory, research, and practical leadership skills acquisition. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 3550. Sensation and Perception
A look at the structures and processes involved in perception. Visual and auditory perception will be emphasized. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 3600. Abnormal Psychology
A study of the history, theories, and causes of mental disorders. Various types of disorders are examined along with their typical symptoms. Uses of psychological testing and clinical interviews are studied. Credit, 3 semester hours. PREREQ: PSY 1010; any other three PSY courses strongly recommended.

PSY 3750. Personality Theories
Various theoretical approaches to the study of personality. Credit, 3 semester hours. PREREQ: Any three PSY courses.

PSY 3800. Supervised Research in Psychology
Direct experience in the design of research studies in psychology; collection, management, and analysis of research data; and oral and written presentation of research results. Close collaboration between students and instructors. Credit, 3 semester hours. PREREQ: PSY 2000 (waived if not required), PSY 2080, PSY 2100 or instructor permission.

PSY 3990. Directed Study
Directed readings and/or research, leading to the preparation of a paper or research report. Exclusively for psychology majors. Amount of credit given will be agreed upon prior to registration and will depend upon the magnitude of the project chosen. Fall, Spring. Credit, 1-6 semester hours. PREREQ: A written plan of the project should be approved by the Department Chair no later than two weeks prior to registration.

PSY 4010. Physiological Psychology
Study of psychological processes from a biological perspective. Covers both normal and abnormal functioning, with emphasis on basic neuroanatomy, basic biochemistry, psychoactive drugs, behavior genetics, and research methods. Credit, 3 semester hours. PREREQ: 15 hours of psychology or biology.

PSY 4030. Psychological Testing
An intensive lead into basic psychometric concepts including types of test scores, score transformation techniques, validity, reliability, and norms. Credit, 3 semester hours. PREREQ: PSY 2080 recommended.

PSY 4150. Seminar in Human Motivation
Integration of diverse theoretical perspectives into a coherent framework for analyzing human motivation, with a selective survey of contemporary research. Some practice in assessing adult motivation through interviews. Active oral participation is required. Credit, 3 semester hours. PREREQ: 3 courses in PSY or permission of instructor and junior standing.

PSY 4170. Clinical and Counseling Psychology
A survey of the fields of clinical and counseling psychology with an emphasis on basic skills and knowledge of techniques. The course is both didactic (theories) and experiential (role-playing in class). Opportunities for classroom discussion, professional feedback about skills and potential, and video-taping. Fall. Credit, 3 semester hours. PREREQ: PSY 3600, PSY 3750.

PSYS 3xxx. Current Topics Seminar
Comprehensive treatment of selected topics in psychology. Content will vary, depending on interests of participants. Offered on demand (see Department Chair). Credit, 3-9 semester hours in multiples of 3.

SOCIAL WORK

Chair: Sherry Edwards

David Dran
Ronnie Martin
Georgianna Mack*
Young K. Sohn
Stephen Marson
Frederick Stephens

*Field Director

The Social Work Program has been fully accredited by the Council on Social Work Education since 1987. The primary objective of the Department of Social Work is preparation for entry-level professional social work practice. Courses are offered in social work practice; social policy and social justice; human diversity and populations-at-risk; human behavior and the social environment; social work values and ethics; research, and field work. In order to declare a Social Work Major, students are required to:

1. submit an application for admission to the Social Work Program (while enrolled in SWK 3800);
2. demonstrate and maintain a minimum QPA of 2.50 within the General Education (liberal arts) requirements;
3. submit two reference letters (while enrolled in SWK 3800);
4. be accepted by the Social Work Admissions Committee.

If a student is denied admission by the Social Work Admission Committee, the student has the right to appeal to the Social Work Department's Appeals Committee. Prior to enrolling in SWK 2000, Introduction to Social Work, students must successfully complete ENG 1050, 1060 and 75 percent of their General Education requirements with a minimum QPA of 2.5. Students who are accepted into the program and fail to maintain an overall QPA of 2.5 in General Education or the major are placed on academic probation. In addition, students are required to complete SWK 2000, 2450, 3450, 3480, 3710, 3800, 3850, 3910, 4450, 4480, 4500, 4800, 4900 and 4910 with a minimum QPA of 2.0 in each course. Students need to read *The Student Social Work Handbook* (see: http://www.uncp.edu/sw/) for information regarding curriculum policy. All students who declare social work as their major are encouraged to join the Campus Association of Social Workers, attend majors' meetings, and meet regularly with their academic advisor; only active members of CASW may apply for social work scholarships. In addition, eligible students can join the Social Work Department's Chapter of *Alpha Delta Mu*, the Social Work Honor Society.

An integral and required part of the program is the successful completion of field work with a minimum of 400 clock hours in a semester (see: http://www.uncp.edu/sw). The Social Work Department will not accept past social work practice experience for academic credit (see *The Student Social Work Handbook* for more details).

BACHELOR OF SOCIAL WORK

Requirements for a Bachelor of Social Work Degree	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Social Work Major Requirements: SWK 2000, 2450, 3450, 3480, 3710, 3800, 3850, 3910, 4450, 4480, 4500, 4800, 4900, 4910	45
Social Work electives: select 9 hours among population-at-risk/social and economic justice electives: SWK 3820, 3830 (or 3540), 3840, 3870, 3880, 3890	9
University-wide Electives* (Recommended electives: SWK 3600 or PSY 2080, or MAT 2100; SOC 3030, 3130, 3750, 3770; SWK 3500, 3540, 4030; CRJ/SOC 4400)	21
	Total: 120

*It is recommended, but not required, that Social Work majors declare a minor.

MINORS

The department offers minors in Substance Abuse (20-21 credit hours) and in Social Welfare (18 credit hours). Six of these hours may be used to satisfy other major and minor requirements, as well as the University's General Education requirements.

Requirements for a Minor in Substance Abuse	Sem. Hrs.
SAB/CRJ 2830, SOC/HLTH/SAB 3770, SWK/SAB 4550, SOC/SAB 4610 or SOC/SAB 4650, and 8-9 hours chosen from: CRJ/SOC 3670, CRJ/SWK 3500, SAB/SWK 2700, SOC 2090, SOC 3030, SOC/SWK 2450	
	Total: 20-21

See SAB listings under Interdisciplinary Majors and Minors.

Requirements for a Minor in Social Welfare	Sem. Hrs.
Select 18 semester hours following the unduplicated rule from the courses listed below:	
SWK 2000, 2450, 3480, and 9 hours from SWK 3450, 3700, 3820, 3830, 3840, 3880, 3910	
	Total: 18

COURSES

SWK 2000. Introduction to Social Work

Required for: Social Work Major. Historical and current overview of the social welfare system and the field of social work. Basic social work concepts. Social welfare structure and services. Social work intervention methods. Field experience required. Fall, Spring. Credit, 3 semester hours. Prerequisite: ENG 1050, 1060.

SWK 2450. Human Diversity and Populations at Risk (SOC 2450)

This course is designed to provide the student with a theoretical perspective on human relations and to aid the student in acquiring a better understanding of diversity as it applies to selected groups in the United States. Although other historically disadvantaged groups may be addressed, a case study approach is utilized for the following: African-Americans, Asian-Americans, Native-Americans, Latin-Americans, women, homosexuals, and Jews. [SWK majors must complete with a minimum 2.0] Fall, Spring. Credit, 3 semester hours.

SWK 2700. Medical Terminology (SAB 2700)

Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social and behavioral science curricula who seek careers in medical organizations. As announced. Credit, 2 semester hours

SWK 3000. Narrative Approaches to Understanding Today's Older Population

Participants will interview members of their community in their 5th, 6th and 7th decade of life to understand how the roles of older people are changing in cultures of North Carolina an in particular the cultures accessible to the University. Participants will be able to understand how life stories from social history can preserve cultural personal identity. The use of story will also be examined in preserving the personhood of persons with Alzheimer's disease. The course is supplemented by selecting readings and flash video documentaries. Offered Spring. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

SWK 3040. Social Aspects of Human Sexuality

Human sexuality is analyzed as a social, psychological, and biological process. Included is a discussion of sexual values and behaviors and their relationship to social structure. As announced. Credit, 3 semester hours.

SWK 3450. Human Behavior and Social Environment I
Behavior in the socio-cultural psychological and biological contexts which determine life-cycle development and behavior. Human functioning in the social environment. Spring and Fall. Credit, 3 semester hours. Prerequisite or co-requisite: BIO 1030 or PED 3490 or equivalent; PSY 1010; SOC 1020; SWK 2000 and 2450 recommended.

SWK 3480. Social Welfare Policies and Programs I
Process of policy-making, programming and planning. Social, cultural, economic, and political influences on the social welfare system. Fall, Spring. Credit, 3 semester hours. Prerequisite: PSPA 1000 or 1010; Prerequisite or co-requisite: SWK 2000, ECN 1000 or GGY 2460.

SWK 3500. Correctional Treatment (CRJ 3500)
Discussion and application of various Social Work methods will be included along with the history of treatment and rehabilitation in correctional institutions. Students will focus upon how a social worker provides services within the authoritarian setting of a correctional institution. Fall. Credit, 3 semester hours.

SWK 3540. School Social Work
An overview of school social work as an area of social work practice. Emphasis will be placed upon historical development, legislation affecting school social work practice, problems of school age children, and the role of the school social worker in dealing with these problems. As announced. Credit, 3 semester hours. Prerequisite: SWK 2000 or permission of instructor.

SWK 3600. Social Statistics (CRJ 3600, SOC 3600)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Fall. Credit, 3 semester hours. Prerequisite: MAT 1050 or permission of the instructor.

SWK 3700. Practice with Children and Adolescents
This course focuses on multiculturally competent social work practice with children and adolescents living in diverse family arrangements Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies that will effectively meet these needs will be addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. As Announced. Credit, 3 semester hours. Prerequisite: SWK 2000 recommended.

SWK 3710. Writing for the Social Sciences
This course is an introduction to writing for the social sciences, with an emphasis on using the APA style (American Psychological Association). It is designed to help students master competencies in the area of manuscript development and literature reviews. Fall and Spring. Credit, 3 semester hours. Prerequisite or Corequisite: SWK 2000.

SWK 3800. Social Work Practice I
Social work methods for serving individuals, groups, and communities. [SWK majors must complete with a minimum 2.0.] Spring and Fall. Credit, 3 semester hours. Corequisite: SWK 2000, permission of instructor.

SWK 3820. African-American Populations (SOC 3820)
This course is designed to provide the student with a theoretical perspective on the African American family. The course offers an opportunity for students to explore, analyze, and experience various aspects of African American culture via the study of history, oppression, social programs, and acculturation. This course will equip students with skills, sensitivities, and knowledge necessary to help them function more intelligently within a pluralistic society and can serve as a guide for better race relations. The student will learn how to analyze the impact of society on family structure and functioning, and the reciprocal impact of families on society. As announced. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SWK 3830. Child Welfare Services
Historical perspective on the development of our society's perception of children's needs. Current situation in social services for children. Fall. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SWK 3840. Gerontological Social Work
Problems and needs of the aged. Role of the social worker in planning and providing services. Analysis of existing programs. Students will be involved in the delivery of care to aged individuals. Fall. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SWK 3850. Social Work Practice II
A continuation of SWK 3800. [SWK majors must complete with a minimum 2.0.] Spring and Fall. Credit, 3 semester hours. Prerequisite: SWK 3800 and permission of instructor.

SWK 3870. Women in Society (SOC 3870)
This course is designed to provide the student with a review of themes on women's development and their interaction with micro, mezzo and macro systems. The goal of this class is to aid the student in acquiring a better understanding of developmental paradigms and how that applies to social work service delivery to the women of the United States with particular emphasis on services within our rural community. The interaction between women and color, socioeconomic status, religion, disability, and sexual orientation will also be reviewed. As announced. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SWK 3880. Native American Populations (SOC 3880/AIS 3880)
Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are reviewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. As announced. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SWK 3890. Sexual Minorities
This course brings together the essential knowledge for effective and affirmative social work practice with sexual minorities who are coping with all usual crises of everyday life in addition to concerns related to their individual uniqueness and their status as a population-at-risk. Knowledge is incorporated under an exosystem-interactional framework for a multidimensional understanding of the many complexities and nuances of sexual minorities. As announced. Credit, 3 semester hours.

SWK 3910. Understanding Social Research
The ethics, standards, and methods of scientific inquiry in social research and the helping services. Particular emphasis is given to standards and methods to improve helping skills. The course is directed to the professional research needs of those preparing for careers in such areas as medical sociology and social work. Spring and Fall. Credit, 3 semester hours. Prerequisite: SOC 1020 or 1010 and MAT 1050 or 1070.

SWK 3970. Experiential Learning I
Written acceptance by a supervising faculty member is required. The student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration. Fall, Spring, Summer. Credit, 3 semester hours.

SWK 3980. Directed Research I
Written acceptance by a supervising faculty member is required. Based on the student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration. Fall, Spring, Summer. Credit, 1 semester hour.

SWK 3990. Directed Research II
Written acceptance by a supervising faculty member is required. The student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration. Credit, 2 semester hours.

SWK 4030. Supervision in Human Service Organizations
A survey of administrative considerations such a manpower utilization, supervisor/worker interaction, and roles and functions of supervisors and workers. This course is suggested for students who presently are supervisors or expected to be in a supervisory position. As announced. Credit, 3 semester hours. Prerequisite: SWK 3480.

SWK 4450. Human Behavior and Social Environment II
This course is a continuation of SWK 3450. Special focus is placed on issues of human development that are the concerns of generic entry level social work practitioners. Spring. Credit, 3 semester hours. Prerequisite: SWK 2000, 3450.

SWK 4480. Social and Economic Justice
Theories of organization and their implication for social work are explored. The central focus of this course is placed on the relationship between social forces (primarily socioeconomic status) and populations at risk. Fall and Spring Credit, 2 semester hours. SWK 4480, SWK 4900, and SWK 4910 must be taken concurrently. Prerequisites: SWK 2000, 2450, 3450, 3480, 3710, 3800, 3910, 4450, 4500, 4800, and permission of instructor.

SWK 4500. Social Work Values and Ethics
This course is designed to provide students with the opportunity to explore the ethics and values related to social work practice. Students will integrate theory and practice by reviewing ethical dilemmas. Students will also learn to classify value conflicts and the dilemmas of ethical decision-making. Fall, Spring. Credit, 1 semester hour.

SWK 4550. Treatment of Alcohol and Drug Addiction (SAB 4550)
Substance abuse treatment and rehabilitation involving individual clients, families and groups is addressed. Modalities of treatment, treatment planning, case management and managed care in addictions are also addressed. Spring. Credit, 3 semester hours.

SWK 4800. Social Work Practice III
This course is designed to further develop students' generalist social work skill. Practice content also emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the clients. This course includes content regarding knowledge, values and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes. Fall, Spring. Credit, 3 Semester hours. Prerequisites: SWK 2450, 3450, 3480, 3850.

SWK 4900. Field Work
Each student will complete a minimum of 32 hours per week in an assigned supervised field setting. Successful completion of a minimum of 400 clock hours is required at the end of the semester in order to receive a passing grade [see http://www.uncp.edu/sw/fieldexp.html for more details]. The field work experience is designed to facilitate professional development as well as to integrate social work skills, knowledge, and values. NOTE: Pass/Fail basis. SWK 4480, SWK 4900, and SWK 4910 must be taken concurrently. Fall, Spring. Credit, 9 semester hours. Prerequisite: SWK 2000, 2450, 3450, 3480, 3710, 3800, 3850, 3910, 4450, 4500, 4800, and permission of instructor. Students may only enroll in 15 hours during their field work.

SWK 4910. Integrative Seminar for Field Work

This course will focus on the transition from student to entry level professional. Each student will engage in field work activity that will allow the development of generalist skills; will explore multi cultural/lifestyle and practice issues and will present a case in order to demonstrate the integration of social work skills, knowledge and values. Each student will demonstrate the development of professional communication skills and will be able to function in a human service setting. NOTE: Letter grading basis. SWK 4900 and SWK 4910 must be taken concurrently. Fall, Spring. Credit, 1 semester hour. Prerequisite: SWK 2000, 2450, 3450, 3480, 3710, 3800, 3850, 3910, 4800, and permission of instructor. Students may only enroll in 15 hours during their field work.

SWK 4970. Experiential Learning II

Written acceptance by a supervising faculty member is required. The student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration. Fall, Spring, Summer. Credit, 3 semester hours.

SWKS 4xxx. Special Topics in Social Work

This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. As announced. Credit, 3 semester hours.

SOCIOLOGY AND CRIMINAL JUSTICE

Chair: Mario Paparozzi

John Bowman*
Timothy Hayes
Kenneth Mentor
Sam Pearson**
Michael Spivey
Fran Fuller
E. Brooke Kelly
Ottis Murray
Marlene Snead Powell
Jessica Godsey
Norman Layne
Anna Netterville
James W. Robinson

*Coordinator of Department Off-Campus Programs and Sociology Internships
** Coordinator of Criminal Justice Internships

The purpose of the Department of Sociology and Criminal Justice is to provide students with classroom and real-life experiences designed to stimulate critical thought about the social environment and to prepare students for meaningful participation in society.

The Department offers both a major and an academic concentration in Sociology and a major in Criminal Justice. In addition, minors are available in Sociology, Criminal Justice, Substance Abuse, Medical Sociology, International Sociology, Gender Studies, and Community Development.

The Department places emphasis on applied sociology and criminal justice. Many courses within the department allow students to test classroom learning through real-life experience (field-work placement) in the community. Such experiences enhance students' employment opportunities following graduation.

The Department of Sociology and Criminal Justice strongly recommends that prospective majors, minors, and those developing specialty concentrations consult the Department Chair.

BACCALAUREATE DEGREE PROGRAMS in SOCIOLOGY and CRIMINAL JUSTICE

BACHELOR of ARTS in SOCIOLOGY

Sociologists seek to understand and study the social world and how human beings come to think and act as they do. Sociology majors develop an understanding of how society is developed out of intricate patterns of human social organization, learn to create and use scientific tools of analysis, and practice the application of scientific knowledge to the analysis of social problems and the transformation of society. Students have available many opportunities to apply the theories and research methods of sociology through classroom-based activities and community-based experiential learning and internships as they explore career alternatives. Sociology is a liberal arts major that prepares students for a wide variety of career fields.

The Sociology B.A. degree program is flexible. Beyond the core of required courses, students choose among a wide variety of options and can use these options to meet personal or career interests by developing a concentration or carefully selecting individual courses. Students can also opt to continue exploring Sociology by completing an academic concentration or one or more of the minors focused on sociological specializations available within the Department: Community Development; International Sociology; or Medical Sociology or an Interdisciplinary Minor supported by Sociology: Gender Studies or Substance Abuse.

Requirements for a Bachelor of Arts Degree in Sociology	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Sociology Major Requirements: SOC 1020, 2090, 2990, 3210, 3600, 3610	18
Sociology Electives:	18
One of the following courses: SOC 4180, 4250, 4420, 4610, 4850	
Select 9-12 hours from other SOC elective courses or SOC 4909; at least 6 of the remaining hours must be 3000- or 4000-level courses	
University-wide Electives	42
	Total: 120

BACHELOR OF ARTS IN CRIMINAL JUSTICE*

The purpose of the Criminal Justice Program is to provide students with a thorough understanding of the social organization and administration of the criminal justice system. Courses are offered in theories of crime and delinquency, law enforcement, the courts, corrections, and administration. A criminal justice agency internship is required for most students, but an additional criminal justice course may be substituted for students with extensive prior work experience related to criminal justice.

The Criminal Justice major is fully articulated with many North Carolina community college criminal justice associate's degree programs and accepts equivalent transfer credits under negotiated articulation agreements for transfer students entering UNCP within five years of earning an associate's degree. Transfer students must earn at least 19 hours in UNCP criminal justice courses to earn the Criminal Justice degree from UNCP.

*The Criminal Justice Program at UNC Pembroke is certified as meeting the educational and program requirements of the North Carolina Criminal Justice Education and Training Standards Commission.

Requirements for a Bachelor of Arts Degree in Criminal Justice	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Criminal Justice Core (required): CRJ 2000, 2400*, 3000, 3600*, 3610*, 4000, 4800, 4810	24
Criminal Justice Electives: five additional courses with a CRJ prefix or cross-listed with CRJ	15
University-wide Electives	36
	Total: 120

* Cross-listed equivalents of SOC 2400, SOC 3600, SWK 3600 and SOC 3610 may be substituted.

ACADEMIC CONCENTRATION in SOCIOLOGY for EDUCATION MAJORS

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of Sociology and Criminal Justice offers an Academic Concentration of 24 hours. This Academic Concentration also is available to other students, regardless of major.

Requirements for an Academic Concentration in Sociology	Sem. Hrs.
Required Sociology Courses: SOC 1020, 2090, 3030, 3130, and SOC 3600 or 3610	15
Sociology electives: three additional courses with a SOC prefix	9
	Total: 24

MINORS

All departmental minors require at least six courses (18 credit hours). Six of these hours may be used to satisfy other major and minor requirements, as well as the University's General Education requirements.

Requirements for a Minor in	Sem. Hrs.
Community Development	
SOC 3130, 3610, 3180; 9 hours from SOC 3010, 3240, 4420, 4180, 4850	Total: 18

Requirements for a Minor in	Sem. Hrs
Criminal Justice	
CRJ 2000 and CRJ 2400; 12 hours of other CRJ lecture or independent study	Total: 18
Gender Studies	
Core: 6 hours from SOC 3540, ENG 2080, HST 3800, 4070, SWK 3040	
Electives: 12 hours from remaining core courses of SOC 3030, 3870, 3890; SOC/SAB 4610; AIS 4250; NUR 4210	Total: 18
Medical Sociology	
SOC 2800, 3010; 12 hours chosen from: AIS 4600; PHI 3760; SOC 3690, 3730, 3750, 3780; SWK 3040, 3840. Recommended University-wide elective: SAB/SWK 2700; Recommended General Education elective: BIO 1030	Total: 18
Sociology	
SOC 1020 and SOC 2090; 12 hours of SOC lecture courses (or SOC 3980, 3990)	Total: 18
Substance Abuse	
SAB/CRJ 2830 or SWK 3800, HLTH/SAB 3770, SWK/SAB 4550, SOC 3780 or SOC/SAB 4610, and 8-9 hours chosen from: CRJ/SOC 3670, CRJ/SWK 3500, SAB/SWK 2700, SOC 2090, SOC 3030, SOC/SWK 2450, SOC 3790	
See SAB listings under Interdisciplinary Majors and Minors.	Total: 20-21

COURSES

I. GENERAL EDUCATION (SOC) COURSES: These three courses can be used in partial fulfillment of university general education distribution requirements in the Social Science Division and in the Social Science Elective categories. See General Education Requirements.

SOC 1020. Introduction to Sociology

An introduction to scientific study of human society and social behavior. Fall, Spring. Credit, 3 semester hours.

SOC 1050. Introduction to Cultural Anthropology (AIS 105)

A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Fall. Credit, 3 semester hours.

SOC 2090. Social Problems in Modern Society

Social costs of organized social life. Problems in families, work groups, local communities, and modern nations. Sociology of mental disorders, suicide, drug abuse, alcoholism, etc. Poverty and violence. Fall, Spring. Credit, 3 semester hours.

II. SOCIOLOGY (SOC) AREA COURSES:

SOC 2200. Computers and Society

An introduction to the impact of computers on modern society and computer applications in the social sciences. Fall, even-numbered years. Credit, 3 semester hours.

SOC 2400. Criminology (CRJ 2400)

Historical and contemporary theories of criminal behavior are examined, with emphasis on rehabilitation logic and the application of the scientific method to the explanation of crime. Fall, Spring. Credit, 3 semester hours.

SOC 2450. Human Diversity and Social Environment (SWK 2450)
This course is designed to provide the student with a theoretical perspective on human relations and to aid the student in acquiring a better understanding of diversity as it applies to selected groups in the United States. Although other historically disadvantaged groups may be addressed, a case study approach is utilized for: African-Americans, Asian-Americans, Native-Americans, Latin-Americans, women, homosexuals and Jews. Spring. Credit, 3 semester hours.

SOC 2650. Popular Culture
An introduction to popular culture in both national and international contexts, with a further focus on two broad areas of study: popular culture as contested "texts" in TV, film, popular music, advertising, cyber-culture, etc., and as lived in youth sub-cultures, shopping, fan clubs, etc. Critical concepts employed include ideology, representation, identity, articulation, and hegemony. Spring, odd-numbered years Credit, 3 semester hours.

SOC 2800. Health and Society
See listing under Medical Sociology Concentration, below.

SOC 2990. Sociological Theory
This course provides students with a foundation in classical and contemporary sociological theory. Students learn to use theory to critically analyze the social world. This course prepares students for upper-level courses. Fall, Spring. Credit, 3 semester hours. Prerequisite: SOC 1020.

SOC 3010. Community Health Organizations & Services
See listing under Medical Sociology Concentration, below.

SOC 3030. The Family
Structure and functions of kin groups in societies. Types of families. Cooperation and conflict. The family in relation to other social institutions. Mate selection, courtship, and family relationships. Stability and change. Spring. Credit, 3 semester hours.

SOC 3120. Sports in Contemporary Society
A study of sports from a socio-cultural perspective, including the relationship of sports to other social institutions, stratification within sports, and changing conceptions of leisure and sports. The popular literature on sports will be examined. Spring, odd-numbered years. Credit, 3 semester hours.

SOC 3130. The Community
This course grounds the student in the multiple meanings of community: community as a territorial unit; community as a psycho-social unit; and community as a cultural unit. In addition, case studies will be used to illustrate how different types of "community" are created and maintained and how structural changes in the society affect community. Fall. Credit, 3 semester hours. Prerequisite: SOC 2010 or 2090.

SOC 3140. Collective Behavior and Social Movements
Provides a theoretical background and some analytical tools for understanding the nature and scope and cultural and historical roots of social movements world-wide and examines the growing linkages among local, national and global movements. Collective behavior movements covered include those of peasants, indigenous peoples, women and others to achieve greater local autonomy, environmental and gender justice. Spring, even-numbered years Credit, 3 semester hours.

SOC 3160. Development and Globalization
Globalization is a collection of processes by which people around the world are interconnected in economic, political, cultural and environmental linkages. This course examines these processes via sociological theories of modernization and dependency, focusing on a commodity chains framework and world systems theory, consumption and homogeneity patterns. Spring. Credit, 3 semester hours.

SOC 3180. Community Development
This course examines sociological perspectives on contemporary theory and practice in community development. Attention will be given to development theory as well as applied sociological investigation into creating community social change. Problems and opportunities that arise from social and demographic change and the dynamics of local economies in a global context will be examined. Portfolio requirement includes an agency assessment. Fall. Credit, 3 semester hours.

SOC 3210. Social Inequalities
This course examines contemporary and historical theories on inequality, the ways in which it develops and how it is sustained in society, using both local and global approaches. Inequalities involving class, race, gender, age and sexual orientation are examined, and ways to create social change to reduce social inequalities will be considered. Spring. Credit, 3 semester hours.

SOC 3240. Sociology of Poverty
This course examines sociological perspectives on the causes and extent of poverty in the United States. Attention will be given to social theory, social policy, lived-experiences and the impact of poverty on communities. An emphasis on the extent and nature of poverty in North Carolina is provided. Portfolio requirement includes a demographic county profile. Fall. Credit, 3 semester hours.

SOC 3400. Criminal Conduct (CRJ 3400)
Taking a sociological perspective on criminal correlation, etiology and crimogenesis, this course examines criminal behavior across the life course, considering such issues as juvenile delinquency, "aging out" of crime, persistent career criminality, and such social variables as class, employment, race, sex roles, ethnicity, religion and ideology on crime. Spring. Credit, 3 semester hours. Prerequisite: SOC 2400.

SOC 3540. Gender and Society
Examines gender in social life focusing on the social construction of both masculinity and femininity. Covers theoretical explanations of gender differentiation, with an emphasis on socialization, stratification, family, work, education, politics and social change. Spring. Credit, 3 semester hours.

SOC 3600. Social Statistics (CRJ 3600, SWK 3600)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Fall, Spring. Credit, 3 semester hours. Prerequisite: MAT 1050 or permission of the instructor.

SOC 3610. Social Research (CRJ 3610)
An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. Fall, Spring. Credit, 3 semester hours. Prerequisite: SOC 1020 or SOC/CRJ 2400.

SOC 3670. Social Deviance (CRJ 3670)
Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. Spring. Credit, 3 semester hours. Prerequisite: SOC 2400.

SOC 3680. Law and Society (CRJ 3680)
An introduction to the development of law and legal systems, the social organization of law, and the functions and roles of law in society, applying cross-cultural and anthropological perspectives. The relationship of values, economy and culture of a society to the laws it adopts. Spring, odd years. Credit, 3 semester hours.

SOC 3690. Sociology of Mental Disorders
Social Factors in the definition, incidence, etiology, and treatment of mental disorders are examined.

Topics include the social role of the mental patient, societal views toward and responses to mental disorders and the development of mental health policy. Credit, 3 semester hours.

SOC 3730. Health Promotion and Wellness
See listing under Medical Sociology Concentration, below.

SOC 3750. Death and Dying
See listing under Medical Sociology Concentration, below.

SOC 3780. Sociology of Drug Use
A sociological analysis of historical and contemporary drug use. Topics include demographic, occupational, social and health correlates of drug use, drugs and the economy, societal and legal responses to drug use, drugs and crime, therapeutic and educational responses to drug use and drug policy initiatives. Credit, 3 semester hours.

SOC 3790. Substance Abuse Prevention
A sociological analysis of primary, secondary, and tertiary approaches to preventing substance use and abuse. Topics include socio-cultural issues affecting the initiation of substance use and the role of the family, health professionals and the community in responding to substance abuse. Credit, 3 semester hours.

SOC 3820. African-American Populations (SWK 3820)
This course is designed to provide the student with a theoretical perspective on the African American family. The course offers an opportunity for students to explore, analyze, and experience various aspects of African American culture via the study of history, oppression, social programs, and acculturation. This course will equip students with skills, sensitivities, and knowledge necessary to help them function more intelligently within a pluralistic society and can serve as a guide for better race relations. The student will learn how to analyze the impact of society on family structure and functioning, and the reciprocal impact of families on society. As announced. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SOC 3870. Women in Society (SWK 3870)
This course is designed to provide the student with a review of themes on women's development and their interaction with micro, mezzo and macro systems. The goal of this class is to aid the student in acquiring a better understanding of developmental paradigms and how that applies to social work service delivery to the women of the United States with particular emphasis on services within our rural community. The interaction between women and color, socioeconomic status, religion, disability, and sexual orientation will also be reviewed. As announced. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SOC 3880. Native American Populations (SWK 3880/AIS 3880)
Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are reviewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. As announced. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SOC 3890. Exploring Masculinities
The study of men as men within gender orders. The student will be exposed to masculinities as socially constructed in relationship to femininities and other masculinities. Special attention will be paid to how masculinities are constructed through gender practices within gender relations, both historically and currently, and how these practices and relations arise from and continue to maintain gender inequalities. Particular attention will be paid to how one is to "be a man" in American society, both currently and historically. Credit, 3 semester hours. Prerequisite: SOC 1020.

SOC 3960. The Sociology of Everyday Life
A study of qualitative approaches to the subject matter of sociology. Symbolic interaction, phenomenology and linguistics are applied to observations in interpersonal interaction. Spring, even-numbered years. Credit, 3 semester hours.

SOC 4170. Sociology of Religion (REL 4170)
Religious institutions and relationships in modern society. As announced. Credit, 3 semester hours. Prerequisite: SOC 1020.

SOC 4180. Voluntary Associations and Non-Profit Organizations
Students learn how voluntary associations and non-profit organizations provide support for individuals and communities. This course teaches the practical skills needed to organize and maintain voluntary associations and non-profit organizations. Students will complete a portfolio containing a mission statement, a fund raising letter, plans for a fund raising event, an outline for a grant proposal, and a marketing plan. Spring, odd-numbered years. Credit, 3 semester hours.

SOC 4250. Organizations in Society
One can hardly avoid coming into contact with and being influenced by complex organizations in contemporary society. Functions that have traditionally been carried out by the family, the neighborhood, and other non-organizational forms of social group have been increasingly taken over by complex organizations in contemporary society. This course will analyze organizations from a sociological standpoint and help students better understand both the structure of contemporary society and changing societal conditions. Credit, 3 semester hours.

SOC 4400. Conflict Management (CRJ 4400)
A survey of the conceptual and theoretical bases of conflict and conflict management, the institutional framework and dynamics of alternative dispute resolution, and the use of negotiation, mediation, arbitration, and other hybrid approaches for achieving conflict settlement or resolution. Specific emphasis is on the use of applied diagnostic and analytical tools, and interactive learning approaches. Spring. Credit, 3 semester hours.

SOC 4420. Community Resource Development
This course will focus on community change by developing grant writing skills and related competencies including research, resource identification, program development, capacity building and change/intervention strategies to aid in the creation of proposals designed to address specific community needs. Portfolio requirement includes a completed grant application. Fall, odd-numbered years. Credit, 3 semester hours.

SOC 4530. Family Violence (CRJ 4530)
See listing under Criminal Justice, below. Credit, 3 semester hours.

SOC 4610. Addiction and Women (SAB 4610)
An analysis of women's experiences of addiction, the societal response to female addiction and the treatment resources and services that are needed to prevent and treat female addiction. Topics covered include the centrality of relationships in women's lives, sexual abuse and addiction, addiction and traditional gender roles, and parenting issues for substance abusing women. Spring, odd-numbered years. Credit, 3 semester hours.

SOC 4850. Internship in Sociology
Supervised and evaluated participation in the regular activities of an organizational setting for two days a week. In consultation with the instructor, the student is expected to prepare an analysis of the organization's social structure and interactional dynamics. Course meets in the seminar setting one hour per week. SOC 4850 requires that the student receive at least 200 clock hours of supervised experience. *NOTE: Pass/Fail grading, Spring. Credit, 6 semester hours.* Prerequisite: Instructor permission, with the approval of the Sociology Internship Coordinator and the Department Chair.

SOCS 4xxx. Special Topics
This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. As announced. Credit, 3 semester hours.

II-A: STUDENT-ORIGINATED STUDIES: Sociology courses in this category are arranged on an individual basis by the student and a sponsoring faculty member with the approval of the Department Chair.

SOC 2950, 2960, 2970. Practicum in Peer Education
Provides the student a supervised opportunity to engage in peer education of issues related to alcohol/drug use and abuse. Written acceptance by a supervising faculty member is required, along with a signed contract that is submitted for approval to the Department Chair prior to registration. Fall, Spring. Credit, 1 semester hour each.

SOC 3970. Experiential Learning I
See Department Chair. Fall, Spring, Summer. Credit, 3 semester hours.

SOC 3980. Directed Research I
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together the faculty member's acceptance, is submitted for approval to the Department Chair prior to registration. Fall, Spring, Summer. Credit, 1 semester hour.

SOC 3990. Directed Research II
Same as above. Credit, 2 semester hours.

SOC 4970. Experiential Learning II
See Department Chair, Fall, Spring, and Summer. Credit, 3 semester hours.

SOC 4990. Independent Study in Sociology
Restriction: Limited to seniors majoring in sociology whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. Fall, Spring, Summer. Credit, 3 semester hours. Prerequisite: Acceptance by the Department faculty member who will supervise, and approval by the Department Chair.

II-B. MEDICAL SOCIOLOGY COURSES: Courses taken from these following may be used to develop a track in Medical Sociology within the Sociology major, or may be taken for a Medical Sociology minor.

SOC 2800. Health and Society
An introduction to medical sociology and the sociological analysis of health and illness. Topics covered include how persons respond to illness, health care selection, social factors in therapy, and the social consequences of illness. Fall. Credit, 3 semester hours

SOC 3010. Community Health Organizations & Services
This course explores and analyzes, from a local, national, and international perspective, current major community health issues, the programs and services available for preventing and controlling these problems and the various agencies and organizations which deal with the problems and issues. Spring. Credit, 3 semester hours.

SOC 3690. Sociology of Mental Disorders
See listing above. Credit, 3 semester hours.

SOC 3730. Health Promotion and Wellness
A study of community problems and opportunities for health care and the social factors that mold health habits. Project development and implementation required. Spring, even- numbered years. Credit, 3 semester hours.

SOC 3750. Death and Dying
Stages of personal adjustment to death. Dying as a social process. Therapy with the chronically and terminally ill. Social, economic, and psychological aspects of the funeral. The hospice is discussed. Fall. Credit, 3 semester hours.

SOC 3780. Sociology of Drug Use
See listing above. Credit, 3 semester hours.

II-C. SUBSTANCE ABUSE COURSES: Courses taken from these following may be used to develop a track in Substance Abuse within the Sociology major, or may be applied toward a Substance Abuse Minor (see Interdisciplinary Majors and Minors).

SAB 2700. Medical Terminology (SWK 2700)
Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social and behavioral science curricula who seek careers in medical organizations. As announced. Credit, 2 semester hours.

CRJ 2830. Interviewing Skills (SAB 2830)
See listing under CRJ 2830. Credit, 3 semester hours.

SAB 3770. Drug Use and Abuse (HLTH 3770)
A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Fall. Credit, 3 semester hours. Prerequisite: SOC 2010 or permission of instructor.

SOC 3780. Sociology of Drug Use
See listing above. Credit, 3 semester hours.

SOC 3790. Substance Abuse Prevention
See listing above. Credit, 3 semester hours.

SAB 4550. Treatment of Alcohol and Drug Addiction (SWK 4550)
Substance abuse treatment and rehabilitation involving individual clients, families and groups is addressed. Modalities of treatment, treatment planning, case management and managed care in addictions are also addressed. Spring. Credit, 3 semester hours.

SOC 4610. Addiction and Women (SAB 4610)
See listing above. Credit, 3 semester hours.

III. CRIMINAL JUSTICE (CRJ) AREA COURSES:

CRJ 2000. Introduction to Criminal Justice
A study of the operations and processes of the justice system and its agencies (the police, courts, corrections), how the justice system influences human behavior, and how it is influenced by social, economic, and environmental factors, including the American political system. Fall, Spring. Credit, 3 semester hours.

CRJ 2100. Police in Society
A study of police in society, to include the history, jurisdiction and organization of police forces, police power and authority, police problems and issues, and the recruitment, training and careers of police officers. Fall. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 2200. The Judiciary—An Introduction
A study of the American judicial system, with an emphasis on the North Carolina courts, covering the activities of lawyers, prosecutors, public defenders, judges, court clerks, bailiffs and related occupations and professions. Fall. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 2300. Contemporary Corrections
A study of corrections, imprisonment and other forms of punishment, to include the social organization of penitentiaries, jails, and reformatories; problems and issues, and the recruitment, training and careers of corrections officers Fall. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 2400. Criminology (SOC 2400)
Historical and contemporary theories of criminal behavior are examined, with emphasis on the sources of information on crime and the application of the scientific method to the explanation of crime. Fall, Spring. Credit, 3 semester hours.

CRJ 2410. Juvenile Justice System
Legal and philosophical basis for a separate juvenile justice system, with a focus on juvenile rights and will include such topics as due process, venue, adjudication and dispositions, commitments, and alternatives to incarceration. Fall. Credit, 3 semester hours. Prerequisite: CRJ 2000 or 2400.

CRJ 2500. Basic Criminal Law
A study of the essential terminology, definitions, elements of crimes, key vocabulary, and basic legal concepts in American Criminal Law with an introduction to North Carolina criminal law. Spring, odd years. Credit, 3 semester hours.

CRJ 2830. Interviewing Skills (SAB 2830)
This course teaches practical skills and the theories behind them for interviewing and recording of interviews in legally and emotionally sensitive areas, such as knowledge about criminal conduct and victimization, child, domestic and substance abuse. Systems theory is applied to the selection of techniques to be used in different interviewing circumstances, recognizing such critical status distinctions as victim, witness, or suspect. The course employs lecture, discussion, readings, interviewing assignments, simulations, role-playing, audio-visual taping, and documentation exercises. As announced. Credit, 3 semester hours.

CRJ 3000. Advanced Criminal Law
An analysis of the substantive criminal law studied from the development of the common law tradition to the present. Focus on statutory definitions in general as well as North Carolina Criminal Code. Fall. Credit, 3 semester hours. Prerequisite: CRJ 2000, 2500.

CRJ 3100. Private Security
An introductory survey of the security field. Included will be private, corporate, industrial, and retail applications. Comparisons between private and public policing will be made. As announced. Credit, 3 semester hours.

CRJ 3150. Criminal Investigation
A study of the methodology relating to the study of crime. Emphasis will be placed more on the theoretical than the applied issues. An emphasis will be placed on the developing 'high technology' relating to criminal investigation. As announced. Credit, 3 semester hours. Prerequisite: CRJ 2100.

CRJ 3180. Criminal Justice Administration and Management
This course examines the duties of administrators and managers in a criminal justice agency by studying the formal nature of bureaucratic organizations, the processes of leadership, management, decision-making, organizational communications, staffing, training, planning, budgeting, evaluation, organizational development and controlled change; and acquaints students with historical developments, applications of managerial and organizational theories, principles and practices and problems of administering and managing criminal justice organizations. Fall. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 3200. The Courts
A study of the American judicial system, including sociology of law, changing concepts of justice,

courts and other legal organizations. The activities of lawyers, judges, and related occupations and professions are stressed. Spring. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 3300. Probation and Parole
Origins, development, and contemporary practices in probation, parole, and community corrections. Includes the impact of these services on other elements of criminal justice. Spring. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 3400. Criminal Conduct (SOC 3400)
Taking a sociological perspective on criminal correlation, etiology, and crimogenesis, this course examines criminal behavior across the life course, considering such issues as juvenile delinquency, "aging out" of crime, persistent career criminality, and such social variables as class, employment, race, sex roles, ethnicity, religion and ideology on crime. Spring. Credit, 3 semester hours. Prerequisite: CRJ 2400

CRJ 3440. Organized Crime
A historical and contemporary review of the development and operation of organizations committed to criminal conduct. Emphasis will be placed on organized crime in America and the efforts to control it (especially federal RICO statutes). As announced. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 3500. Correctional Treatment (SWK 3500)
Discussion and application of various Social Work methods will be included along with the history of treatment and rehabilitation in correctional institutions. Students will focus upon how a social worker provides services within the authoritarian setting of a correctional institution. Same course as SWK 3500. Fall. Credit, 3 semester hours.

CRJ 3600. Social Statistics (SOC 3600, SWK 3600)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Fall. Credit, 3 semester hours. Prerequisite: MAT 1050 or permission of the instructor.

CRJ 3610. Social Research (SOC 3610)
An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. Spring. Credit, 3 semester hours. Prerequisite: SOC 2010 or SOC/CRJ 2400.

CRJ 3670. Social Deviance (SOC 3670)
Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. Spring. Credit, 3 sem. hours. Prerequisite: CRJ 2400 (SOC 2400) or permission of the instructor.

CRJ 3680. Law and Society (SOC 3680)
An introduction to the development of law and legal systems, the social organization of law, and the functions and roles of law in society, applying cross-cultural and anthropological perspectives. The relationship of values, economy and culture of a society to the laws it adopts. Spring, odd years. Credit, 3 semester hours.

CRJ 3700. Ethics in Criminal Justice
Overview of the major philosophical schools of ethics and application of ethical systems and standards to decision making by professionals working in every part of the criminal justice system. Spring. Credit, 3 semester hours. Prerequisite: CRJ 2000

CRJ 3970. Experiential Learning I
Written approval of Department Chair and supervising faculty member required prior to registration. Fall, Spring. Credit, 3 semester hours.

CRJ 3980. Directed Research I
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together with the faculty member's acceptance, is submitted for approval to the Department Chair prior to registration. Fall, Spring. Credit, 1 semester hour.

CRJ 3990. Directed Research II
Same as above. Credit, 2 semester hours.

CRJ 4000. Criminal Procedure
A survey and analysis of due process rights of individuals in the criminal process. Emphasis will be on the impact of the Bill of Rights on the practices of police, prosecutors and judges and the remedies available for the violation of those rights. Spring. Credit, 3 semester hours. Prerequisites: CRJ 3000 or permission of the instructor; junior or senior standing.

CRJ 4120. Judicial Decisions
The role of the jury, juror qualification, how jurors are selected (the "voir dire") and the deliberative processes jurors use in reaching their collective decisions. Seminar. Fall, odd years. Credit, 3 semester hours. Prerequisite: Junior or senior standing.

CRJ 4140. Restorative Justice
The concept of restorative justice and related "criminology as peace-keeping" and integrative-constitutive approaches to crime. Restorative justice offers a series of values, intending to repair the harm done by crime, bringing about closure, healing, and forgiveness. Spring, odd years. Credit, 3 semester hours. Prerequisite: Junior or senior standing.

CRJ 4150. Police Community Relations
This course will study the interaction that occurs between the police and members of the community. Emphasis will be placed on the relationships with juveniles, addicts, minorities, victims, and the mass communications media. Fall. Credit, 3 semester hours. Prerequisites: CRJ 2100; junior or senior standing.

CRJ 4250. Terrorism
Examining both domestic and international terrorism historically, this course identifies common patterns in terrorism and related social phenomena such as political assassinations, guerrilla warfare, anarchism, revolutionary movements and violent cults, and attributes of known terrorists and terrorist groups. Fall, even years. Credit, 3 semester hours. Prerequisite: Junior or senior standing.

CRJ 4350. Death Penalty
Legal, social, ethical, moral, and practical issues surrounding capital punishment, examining the nature, practice and functions of the death penalty in American and Western societies. Seminar. Fall, even years. Credit, 3 semester hours. Prerequisite: Junior or senior standing.

CRJ 4400. Conflict Management (SOC 4400)
A survey of the conceptual and theoretical bases of conflict and conflict management, the institutional framework and dynamics of alternative dispute resolution, and the use of negotiation, mediation, arbitration, and other hybrid approaches for achieving conflict settlement or resolution. Specific emphasis is on the use of applied diagnostic and analytical tools, and interactive learning approaches. Spring. Credit, 3 semester hours.

CRJ 4530. Family Violence (SOC 4530)
Historical, cross-cultural and current issues in family and domestic violence, with attention to child abuse, couple violence, and the responses of criminal justice, counseling and social service agencies. Spring. Credit, 3 semester hours.

CRJ 4750. Computer Applications in Criminal Justice
An overview of the applications and emerging issues of computer technology in law enforcement,

corrections, jurisprudence, and criminological research. Special attention is paid to the application of computer technology to decision-making in the criminal justice system. A variety of computer applications are presented. As announced. Credit, 3 semester hours. Prerequisites: CRJ 2000 and SOC 2200 or CSC 1000 or permission of the instructor; junior or senior standing.

CRJ 4800. Internship in Criminal Justice
Through placement in a criminal justice agency, students will develop some competence in the organization, administration, and practices of that agency. Prior to field placement students will be instructed in operating policies and procedures of the host agency. Note: Pass/Fail Basis. Fall, Spring, Summer. Credit, 3 semester hours. Prerequisite: Senior standing, faculty advisor's recommendation, and consent of Coordinator of Criminal Justice Internships and the Department Chair. Corequisite: CRJ 4810.

CRJ 4810. Professional Development
This course will focus on the transition from student to professional Each student will engage in field work activity that will allow for development of skills; will explore multi current practice issues in order to demonstrate the integration of criminal justice, skills, knowledge and values. Fall, Spring. Credit 3 semester hours. Prerequisite: Senior standing, faculty advisor's recommendation, and consent of Coordinator of Criminal Justice Internships and the Department Chair. Corequisite: CRJ 4800.

CRJ 4970. Experiential Learning II
Written approval of supervising faculty member, and Department Chair required prior to registration. Fall, Spring. Credit, 3 semester hours.

CRJ 4990. Independent Study in Criminal Justice
Restriction: Limited to seniors majoring in criminal justice whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. Fall, Spring, Summer. Credit, 3 semester hours. Prerequisite: Acceptance by a Department faculty member who will supervise, and approval by the Department Chair.

CRJS 4xxx. Special Topics in Criminal Justice
This course title provides flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. As announced. Credit, 3 semester hours.

GRADUATE COURSES IN CRIMINAL JUSTICE

In addition to courses of study listed in this section, the department also participates in the Concentration in Criminal Justice of the Master's of Public Administration offered in the School of Graduate Studies. Undergraduate enrollment for graduate courses is permitted for some seniors subject to the policies of the School of Graduate Studies. See the Graduate Programs section of this catalog for those policies and a description of the MPA program and courses.

GRADUATE COURSES IN SOCIOLOGY

See the Graduate Programs section of this catalog for a description of graduate Sociology courses offered as electives for the M.A. and M.A.T. in Social Studies Education.

SCHOOL OF BUSINESS

Dean: Eric B. Dent

The School of Business is composed of three academic departments offering the Bachelor of Science degree with a major in either Business Administration or Accounting.

The University of North Carolina at Pembroke also offers the Master of Business Administration (M.B.A.). Students should consult the School of Graduate Studies section of the catalog to obtain information about academic requirements for the MBA program.

BUSINESS PROGRAMS

The School of Business offers the Bachelor of Science degree with a major in either Accounting or Business Administration. Business Administration majors must choose a track in Economics, Finance, Information Technology Management, International Business, Management, or Marketing. Students who want to have more than one track must successfully complete all requirements for each, plus at least 12 additional unduplicated hours for the second track. A minimum of 50% of the semester hours in the Business major must be taken at UNCP. The School of Business offers minors in Business Administration, Economics, and Marketing for non-Business majors only. Business majors cannot obtain a minor from the School of Business.

The basic core of business studies emphasizes the broad background needed for successful competition in the dynamic work-world as well as preparation for further study in graduate programs. Another objective is to render service beyond the University and within the surrounding business community. Through evening and online degree programs in management (see Evening and Distance Programs), the School of Business serves students who are unable to attend daytime classes. Further assistance is supplied in placement services and special consultation to the business community at large.

Prospective students are strongly urged to consult a member of the faculty as soon as possible. To follow the courses in the necessary order, it is best to begin planning early.

DEPARTMENTS IN THE SCHOOL OF BUSINESS

ACCOUNTING AND INFORMATION TECHNOLOGY 252
Chair: Craig D. Shoulders

ECONOMICS, FINANCE, AND DECISION SCIENCES 257
Chair: Ramin Cooper Maysami

MANAGEMENT, MARKETING, AND INTERNATIONAL BUSINESS 262
Chair: Christopher Ziemnowicz

ACCOUNTING AND INFORMATION TECHNOLOGY

Chair: Craig D. Shoulders

Sharon L. Bell
Ollie G. Bishop[1]
Stephen J. Bukowy
Joseph P. Lakatos
Xin "Lucie" Li
Stewart Thomas
Michael C. Zaccaro

[1]Coordinator of School of Business Information Technology

The objective of the B.S. in Accounting is to prepare graduates for entry level positions whether in Public, Corporate, or Governmental Accounting or to continue further study in graduate school. The course offerings provide students with the knowledge and requirements to sit for the CPA exam in North Carolina upon graduation.

The objective of the B.S. in Business Administration, Information Technology Management (ITM) track, is to provide knowledge about practical and conceptual information technology (IT), information systems (IS), the use of IT/IS for business supporting and managerial decision-making purposes, and the management of the link between people, business and technology. Upon the successful completion of the program of study in ITM and related requirements, graduates can pursue an IT/IS professional career within public or private sectors of the new economy.

BACHELOR OF SCIENCE IN ACCOUNTING

Requirements for a Bachelor of Science in Accounting	Sem. Hrs.
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030	44
General Business Requirements DSC 2090, BLAW 2150, 3180; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100, ECN 3010 or ECN/FIN 3040; ACC 4130; MGT 4660	42
Accounting Requirements ACC 3210, 3220, 3310, 4170, 4180, 4210, 4500, 4580	24
Electives	9
	Total:120

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration: Information Technology Management Track	Sem. Hrs.
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030	44
BSBA Common Body of Knowledge DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660	42
Information Technology Management Track ITM 3500, 4100, 4400, 4950 and 6 hours of electives from ACC 4130, ITM 3100, 3200, 3700, 4600, 4800, 4990, ITMS 4xxx	18
Business Electives (3000 or 4000 level)	6
General Electives	9
	Total:120

COURSES

ACCOUNTING (ACC)

ACC 2270. Financial Accounting

Introduction to accounting. A study of the basic accounting equation, transaction analysis, and financial statements. Fall, Spring. Credit, 3 semester hours.

ACC 2280. Managerial Accounting

An introductory study of internal accounting with emphasis on cost analysis and budgeting. The course stresses the attention-directing and problem-solving function of accounting in relation to current planning and control, evaluation of performance, special decisions, and long-range planning. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2270.

ACC 3210. Intermediate Accounting I

A study of financial accounting theory and procedures. Includes time value of money and in-depth analysis of asset accounts. Fall. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2270.

ACC 3220. Intermediate Accounting II

A continuation of ACC 3210. Includes in-depth study of liability and capital accounts, revenue recognition. Spring. Credit, 3 semester hours. PREREQ: ACC 3210.

ACC 3310. Cost Accounting

Cost determination and analysis, cost control, and cost-based decision making. Included are such topics as job order and process costing systems, application of factory overhead, and responsibility accounting. Fall. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2280.

ACC 4130. Accounting Information Systems

Basic concepts of accounting information systems including both computer based and manual systems. This course examines transaction processing systems with emphasis on internal controls and documentation, user support systems and systems development. Specific topics include spreadsheet functions, databases, etc. As Announced. Credit, 3 semester hours. PREREQ: DSC 2090 and ACC 3310 or concurrent registration.

ACC 4170. Income Tax I

Federal income taxes as applied to individuals and sole proprietorships. Includes an overview of the tax system and the effect that tax law has on individual economic decisions. Fall. Credit, 3 semester hours. PREREQ: ACC 2270.

ACC 4180. Income Tax II

Federal income tax laws applicable to partnerships, corporations, estates, and trusts. Spring. Credit, 3 semester hours. PREREQ: ACC 4170.

ACC 4210. Advanced Accounting

Mergers and acquisitions accounting as well as preparation of consolidated statements after acquisition. Special accounting problems in consolidated financial statements, partnerships, pension funds, fund accounting, and fiduciary accounting. Spring. Credit, 3 semester hours. PREREQ: ACC 3220.

ACC 4500. Governmental and Not-For-Profit Accounting

Study of accounting principles unique to not-for-profit organizations as prescribed by generally accepted accounting principles and the Governmental Accounting Standards Board. Spring. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2280.

ACC 4580. Auditing

A study of the theory and application of generally accepted auditing standards used in the examination of financial statements. The role of internal control review, working papers, audit programs, and the auditor's liability are considered along with selected case studies. Spring. Credit, 3 semester hours. PREREQ: ACC 3220.

ACC 4990. Directed Studies in Accounting

Independent study in an area of accounting of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: ACC 2270, ACC 2280, and permission of the Department.

ACCS 4xxx. Special Topics in Accounting

The study of a particular topic of special importance, relevance, and currency in the field of accounting. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: ACC 2270, ACC 2280.

BUSINESS LAW (BLAW)

BLAW 2150. Legal Environment of Business

The legal environment of business, contracts, personal property, commercial transactions, and forms of business organization. Fall, Spring. Credit, 3 semester hours.

BLAW 3160. International Business Law

This course will introduce students to the legal mechanics of international business transactions and to the commercial law environment within which those transactions are negotiated and executed. The course will focus on the trade and investment activities of business entities, examining in a practical way the legal documentation necessary to execute various types of transactions and issues that the international lawyer and business person are likely to confront. As Announced. Credit, 3 semester hours. PREREQ: MGT 2150.

BLAW 3180. Commercial Law

Study of the commercial legal environment in which business enterprises operate. Examines the law of contracts, sales and warranties, security interests, commercial paper, and debtor and creditor rights. As Announced. Credit, 3 semester hours.

INFORMATION TECHNOLOGY MANAGEMENT (ITM)

ITM 3010. Management Information Systems

Introductory examination of the role of information systems in the support of managerial decisions. Communications theory, electronic storage systems, data base accumulation. As Announced. Credit, 3 semester hours. PREREQ: DSC 2090, MGT 3060.

ITM 3100. Basic Application Development

This course is an introduction to the Visual Basic.NET language within the Visual Studio.NET integrated application development environment. The course covers the fundamentals of programming in a visual, object-oriented language and focuses on common programming methodologies and basic application development skills. Credit, 3 semester hours.

ITM 3200. E-Commerce

This course is designed to help business students increase their knowledge in E-Commerce so that they may better understand how organizations can successfully operate their businesses online. Specific topics to be addressed include business models, technical infrastructure, software procurement strategies, customer interaction, and the implementation of customer-centric systems. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3010.

ITM 3500. Database Management Systems

In this course, students will investigate application development in a business database environment

with an emphasis on designing, modifying, and querying databases. In this course students will develop an understanding of database technology, database design, database selection and acquisition. Decision-making using databases will be covered. Overviews of emerging trends in data management will be covered. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3010.

ITM 3700. Enterprise Business Systems

Enterprise Business Systems provide information management and analysis to organizations. This course provides the student with an overview of Enterprise Business Systems. Topics covered will include functional systems, cross-functional systems, CRM, MRPII/ERP, SCM. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2280, ITM 3010, and MKT 3120.

ITM 4100. System Analysis and Design

An introduction to systems thinking and the systems analysis process. The emphasis will be on traditional analysis, design, and implementation through the data flow analysis and systems development life-cycle approaches. Student teams will perform system studies of real-world problems and develop potential solutions. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3500; ITM 3100 is recommended.

ITM 4400. Project Management

This course is designed to provide knowledge of business project management in general and information technology project management in specific. It explores the dimensions and elements of project management; concepts, methodologies, strategies, and structures. Attention will also be given to cost controls, teamwork, and quality management. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3010.

ITM 4600. Systems Security, Reliability, and Privacy

This course develops the student's ability to comprehend, communicate, and apply current electronic commerce developments as a professional involved in designing, building, or managing information and accounting systems. Topics include the number-one topic of concern for businesses using E-business applications: transaction security and privacy. In addition, reliability of information systems as well as business decisions required to implement, plan, and support an electronic commerce endeavor are presented. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3500.

ITM 4800. Information Technology Management Internship

A work experience in an operating business where the student, under academic and employer supervision, participates in actual information technology managerial functions (40 work hours per semester credit hour required). Student must keep an extensive diary of work experiences and submit frequent reports to academic supervisor. Credit, 1 - 3 semester hours. PREREQ: A "B" or better in ITM 4100 and 4400.

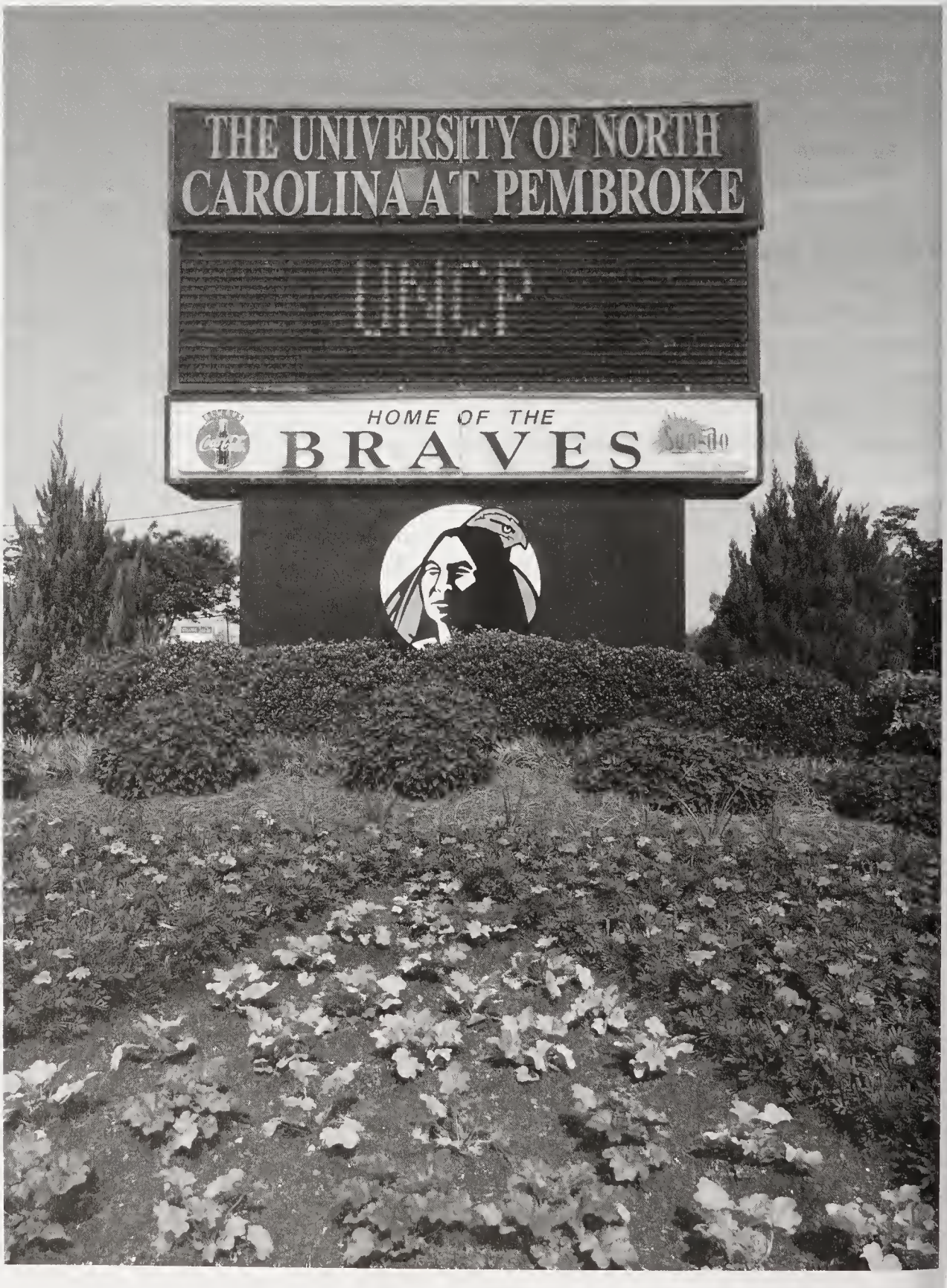
ITM 4950. Advanced Information Technology Management

This course emphasizes the management of information technology and related resources from a broad strategic perspective. Topics covered include assessment of information technologies and their fit to organizational structure, tracking emerging technologies and trends, managing portfolio resources and matching them to business needs, technology transfer, end-user computing, outsourcing, theoretical models, strategic applications, and strategic IT planning. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 3100, ITM 3010 and 4400.

ITM 4990. Directed Studies in Information Technology Management

Independent study in an area of ITM of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Credit, 1 - 3 semester hours. PREREQ: A "C" or better in ITM 4100 and 4400.

ITMS 4xxx. Special Topics in Information Technology Management
The study of a particular topic of special importance, relevance, and currency in the field of Information Technology Management. The content of the special topics course varies with each offering. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3010.



ECONOMICS, FINANCE, AND DECISION SCIENCES

Chair: Ramin Cooper Maysami

Mohammad Ashraf[1]
James R. Frederick
Charles F. Harrington[2]
Sinan Yildrim
Victor Bahhouth
David O. Fricke
Cliff Mensah
Mark Dalen
Lydia Gan
Mahour Parast

[1]Director of Economic and Business Research
[2]Provost and Vice Chancellor for Academic Affairs

The Department of Economics, Finance, and Decision Sciences contributes to a business education that establishes a foundation for successful, principled, and ethical professional careers in both regional and global environments.

Classes offered by the Department of Economics, Finance, and Decision Sciences are not only integral to the Bachelor of Science Degrees offered by the School of Business, but also contribute to the general education mission of the University in "graduating students with broad vision who recognize the complexity of social problems."

The Department values intellectual curiosity and actively promotes creative thinking among students. Faculty members participate in a balanced and eclectic program of research-enhanced teaching.

The Economics Track within the Bachelor of Business Administration prepares students for a variety of careers in the government or business sectors, and job opportunities abound in economic consulting and research. Corporate jobs concerned with practical applications of economic policy and microeconomic forecasting are also routinely available.

The Finance Track offers proficiencies and research capabilities needed for careers in the banking and insurance sectors and in securities markets, as well as careers as financial managers, financial analysts, and personal financial advisors.

Both tracks equip students with means of success in pursuing graduate degrees.

The Department of Economics, Finance, and Decision Sciences offers a minor in Economics for non-Business majors.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration	Sem. Hrs.
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030	44
BSBA Common Body of Knowledge DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660	42
Track (see below): choose one Economics, Finance	12
Business Electives (3000 or 4000 level)	6
General Electives	15
	Total:120

Tracks: select one

Economics Track (12 hours): ECN 3010*, 3300, 4110, 4400, ECNS 4xxx

*ECN 3010 cannot be taken as part of the BSBA Common Body of Knowledge

Finance Track (12 hours): FIN 3004,* 4100, 4180, and FIN 3050, 4210 or FINS 4xxx

*ECN 3040/FIN 3040 cannot be taken as part of the BSBA Common Body of Knowledge

MINOR (for non-Business majors only)

Requirements for a Minor in Economics	Sem. Hrs.
Required Courses ECN 2020 and 2030	6
Choose four courses from: ECN 3010, 3040, 3300, 3410, 4060, 4070, 4080, 4400	12
	Total: 18

COURSES

DECISION SCIENCE (DSC)

DSC 1090. Business Uses of Computers

An introduction to the uses of microcomputers in business. Primary emphasis on spreadsheet analysis. Also includes DOS, word processing, database management. Fall, Spring. Credit, 3 semester hours.

DSC 2090. Spreadsheet and Database Management

A comprehensive advanced-level course in spreadsheet analysis and database management. The focal point in this course will be on the use of spreadsheet analysis and database management to address contemporary business problems. Fall, Spring. Credit, 3 semester hours. PREREQ: DSC 1090.

DSC 3130. Business Statistics I

A study of descriptive statistics including functional and summation notation, describing data graphically and numerically, and probability distributions. Fall, Spring. Credit, 3 semester hours. PREREQ: C or better in MAT 1070.

DSC 3140. Business Statistics II

A study of statistical inference including probability theory, random variables and probability distributions, testing hypotheses, estimating unknown parameters, analysis of variance, and linear and multiple regression. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in DSC 3130.

DSC 3650. Management Science

The mathematical concepts application to the solution of management problems. Topics include linear programming, decision theory, optimization, queuing theory, and transportation modeling. As Announced. Credit, 3 semester hours. PREREQ: DSC 3140, MGT 3060.

ECONOMICS (ECN)

ECN 1000. Economics of Social Issues

Economic thinking applied to persistent economic problems and issues in a market economy. Emphasis on implications for government policy rather than on the underlying theory. Topics include the nature of an economic system, demand and supply, monopolies, pollution and public goods, ethics and law, unemployment, inflation, the Federal Reserve System and money. Fall, Spring. Credit, 3 semester hours.

ECN 2020. Principles of Microeconomics

This course focuses on the individual decisions in the market economy. After an overview of how a market economy works, the course develops theories of consumer behavior, the behavior of firms in various degrees of competition, and workers' decision to offer labor. Government regulation of markets is also examined. Fall, Spring. Credit: 3 semester hours.

ECN 2030. Principles of Macroeconomics

This course offers an overall picture of the operation of our economy. The course focuses on how the economic system determines the level of national income, the unemployment rate, and the rate of inflation. Fiscal, monetary, and supply-side policies are discussed. Fall, Spring. Credit: 3 semester hours.

ECN 206. Economic Geography (GGY 2060)
Geographic analysis of the location, development and distribution of major industries, resources, agricultural products, and economic services. Study of economic development problems and prospects. Fall, Spring. Credit, 3 semester hours.

ECN 3010. Managerial Economics
This course is a rigorous analysis of resource allocation, price determination in a market economy, consumer behavior (constrained utility maximization), theory of the firm (constrained profit maximization), and production and pricing behavior under various market structures. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 2150 or 2210 and in ECN.

ECN 3040. Money, Financial Markets, and Institutions (FIN 3040)
Study of money, financial institutions, and markets and their roles in the economy. Coverage includes organization and functions of financial intermediaries, structure of financial markets and financial instruments, application of time value of money to bond pricing and yield calculations, algebraic approach to the supply and demand for money and interest rate determination, term- and risk structures of interest rates, the Keynesian macroeconomic model, and the algebraic approach to analyzing the effects of money and credit on national incomes, prices, and interest rates. While this course is substantially the same as FIN 3040 and covers the same set of topics, it places more emphasis on policy-oriented macroeconomic analysis. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 2150 or 2210 and in ECN 2030.

ECN 3300. Public Finance (PSPA 3310)
A descriptive and analytical study of government revenues and government expenditures. Includes federal, state, and local levels of government. As Announced. Credit, 3 semester hours. PREREQ: ECN 2020 or ECN 2030.

ECN 3410. U. S. Economic History (HST 3410)
A study of the United States economy from colonization to the present. As Announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

ECN 4060. Comparative Economic Systems
A comparative study of alternative economic systems, including communism, socialism, and capitalism. As Announced. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

ECN 4070. Labor Economics
Examines the nature of the labor markets and problems dealing with labor groups. Topics include history of the labor movement, union structure, labor law, collective bargaining. As Announced. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

ECN 4080. Economic Development
Analysis of economic and social problems of underdeveloped regions. Theories and strategies of economic growth and development designed to accelerate solutions to these problems. As Announced. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

ECN 4110. Development of Economic Thought
A basic course in the development of economic theories and doctrines, from the ancient Greeks to the present day. As Announced. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

ECN 4400. International Trade
An introductory analysis of international trade relations, the nature of a country's imports and exports, costs and benefits of trade protectionism, the role of trade in the domestic economy, balance of payments, and the determination of exchange rates. As Announced. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

ECN 4990. Directed Studies in Economics

Independent study in an area of economics of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: ECN 2020, ECN 2030, and permission of the Department.

ECNS 4xxx. Special Topics in Economics

The study of a particular topic of special importance, relevance, and currency in the field of economics. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

FINANCE (FIN)

FIN 2050. Personal Finance

Course focuses on tools consumers can use in making purchase decisions. Topics include planning and managing personal finances, credit, insurance, real estate, financial investments, retirement planning and estate planning. As Announced. Credit, 3 semester hours.

FIN 3040. Money, Financial Markets, and Institutions (ECN 3040)

Study of money, financial institutions and markets and their roles in the economy. Coverage includes organization and functions of financial intermediaries, structure of financial markets and financial instruments, application of time value of money to bond pricing and yield calculations, algebraic approach to the supply and demand for money and interest rate determination, term- and risk structures of interest rates, the Keynesian macroeconomic model, and the algebraic approach to analyzing the effects of money and credit on national income, prices, and interest rates. While this course is substantially the same as ECN 3040 and covers the same set of topics, it places more emphasis on the structure and functions of financial institutions and instruments and the role they play in guiding resources within the economy. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 2150 or 2210 and in ECN 2030.

FIN 3050. Risk Management and Insurance

This course provides for the future business manager an introduction to the nature and management of risk. Theory and application into the nature of risk, exposure, insurance, and hedging are covered. Insurance is covered from the point of view of the business person, to be a smart consumer of insurance services; as well as from the point of view of a potential insurance industry representative or executive. As Announced. Credit, 3 semester hours. PREREQ: FIN 3100, DSC 3130.

FIN 3100. Business Finance

Principles of financial management as they apply to American business organizations. The role of finance and the financial manager, risk, return and interest rates, long-term investment decisions, cost of capital, and short and long term financing decisions. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2280, DSC 3130 or equivalent statistical course, and MAT 1070.

FIN 4100. Financial Management

Finance from the viewpoint of the financial manager. This course introduces and utilizes the case study method to explore differences in financial policy, financial statements for ratio analysis, capital budgeting investment decisions, and strategic bond and stock valuations. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 3100.

FIN 4180. Investment Analysis and Portfolio Management

Equity and debt securities as investments, the organization and functions of the capital market, and

the analysis and evaluation of securities and portfolios. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 3100.

FIN 4200. Bank Management and Policy

Course focuses on the theory and practice of management of commercial banks and other depository institutions. Primary emphasis is on the application of concepts and analytical tools crucial to decisions facing managers of contemporary banks. Areas covered include financial and portfolio management, deposit acquisitions, capital adequacy, managerial objectives, market and regulatory environment, and dimensions of risk. Spring. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 3100.

FIN 4210. International Finance

This course will provide the student with a comprehensive survey of complex financial concepts as applied to the international arena, through the exploration of theoretical constructs and their practical applications. Topics explored include the international macroeconomic environment, international financial landscape, and the management of the multinational firm. Credit, 3 semester hours. PREREQ: FIN 3100, DSC 3130, MAT 2150 or 2210.

FIN 4800. Financial Institution Internship

A work experience in a bank or financial institution where the student, under academic and employer supervision, participates in actual managerial functions and is exposed to the daily operation, decisions and working policies of the bank (minimum of 40 work hours per semester credit hour required). Students must keep an extensive diary of work experiences and submit frequent reports to the academic supervisor. As Announced. Credit, 1-3 semester hours. Pass/Fail. May be repeated for credit. PREREQ: A "C" or better in FIN 3100 and the consent of Dean or faculty member supervising bank internships.

FIN 4990. Directed Studies in Finance

Independent study in an area of finance of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: A "C" or better in FIN 3100 and permission of the Department.

FINS 4xxx. Special Topics in Finance

The study of a particular topic of special importance, relevance, and currency in the field of finance. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 3100 or permission of the instructor.

MANAGEMENT, MARKETING, AND INTERNATIONAL BUSINESS

Chair: Christopher Ziemnowicz

Carmen Calabrese[1]	Rick Crandall[2]	Eric Dent[3]
Howard Ling[5]	Cammie Oxendine[4]	John Parnell[6]
Michael Poletti	Ed Powers	Donald R. Soucy

[1]Director of Master of Business Administration Program
[2]Director of AACSB
[3]Dean, School of Business
[4]Assistant Dean of Student Enrichment and Success
[5]Director of International Programs
[6]Belk Distinguished Professor of Management

The Department of Management, Marketing, and International Business offers a Bachelor of Science degree in Business Administration with optional tracks in Management, Marketing, or International Business.

The Management track seeks to develop leaders capable of directing employees and organizations. Graduates are prepared for a wide variety of careers in retailing, manufacturing, health care, state and federal government, banking, the hospitality industry, and university and college administration.

The Marketing track develops the skills necessary to work successfully with consumer and business-to-business markets. Graduates are prepared for careers in retailing, advertising, corporate marketing, sales and sales management, the hospitality industry, and distribution management.

The International Business track is the Department's newest offering. It reflects the increasing globalization of the United States economy, and provides preparation for careers in international trade. Employment opportunities include multinational companies, and federal agencies such as the Department of Commerce, the State Department, and U.S. Customs, as well as the international trade offices of individual states.

Students in the MMIB Department have opportunities for internships, study abroad, and membership in our nationally award-winning chapter of Students in Free Enterprise (SIFE). The Departmental curriculum also provides the necessary preparation for admission into a Master of Business Administration (MBA) program.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration	Sem. Hrs.
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030	44
BSBA Common Body of Knowledge DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660	42
Track (see below): choose one International Business, Management, Marketing	12-24
Business Electives (3000 or 4000 level)	6
General Electives	3-15
	Total:120

Tracks: select one

International Business Track (24 hours): MGT 3150, FIN 4210, MKT 3130, ECN 4400; 6 hours of any foreign language at the 2000+ level; 6 hours of approved International Studies abroad, or any 2 of the courses listed below, or a combination of these two options: HST 3320, 3440, 3450, 3720, 3730, 3740, 3750, 3860, 4170, 4210, 4270, 4330; PSPA 2000, 2510, 3550, 3700, 3750, 3800; GGY 1020, 2000, 2060

Management Track (12 hours): MGT 3090, 3150, 4080, 4100

Marketing Track (12 hours): MKT 4300, 4500, 4800; and either MKT 3130, 3200, 4050, 4200 or MKTS 4xxx

MINORS (for non-Business majors only)

Requirements for a Minor in Business Administration	Sem. Hrs.
ACC 2270, ACC 2280, MGT 3060, MKT 3120, FIN 3100, ECN 1000	
	Total: 18

Requirements for a Minor in Marketing	Sem. Hrs.
Required Courses ACC 2270, MGT 3030, MGT 3060, MKT 3120	12
Choose one course from: MKT 4300 or PRE 4300	3
Choose one course from: MKT 4050, MKT 4200, MKT 4800, MKTS 4xxx	3
	Total: 18

EVENING AND DISTANCE PROGRAMS

The Bachelor of Science in Business Administration, with a track in Management, may be earned in whole or in part by attending classes in the evening or online. This is the only such complete, undergraduate degree program currently offered by the University.

COURSES

MANAGEMENT (MGT)

MGT 3030. Business Communications

Development of skill in the fundamentals of oral and written communication skills. In addition to studying the concepts of communication, students are required to make both oral and written presentations. The importance of effective communication within the business context is emphasized. Fall, Spring. Credit, 3 semester hours.

MGT 3060. Organization and Management

Introductory study of management processes within profit and non-profit organizations. Emphasis on behavioral issues as applied to organizations, such as motivation, teams, perception, and organizational development. Fall, Spring. Credit, 3 semester hours.

MGT 3090. Organizational Leadership

A survey of theoretical and contemporary approaches to leadership in organizations. Issues such as decision-making, change, power, strategy, and social responsibility are also addressed as they relate to leader effectiveness. Fall, Spring. Credit, 3 semester hours. PREREQ: MGT 3060.

MGT 3150. International Management

An introduction to and an overview of the essential elements of international management. Emphasis on the application of behavioral and strategic management practices to global business environments. As Announced. Credit, 3 semester hours. PREREQ: MGT 3060.

MGT 3810, 3820, 3830, 3840. Students in Free Enterprise I, II, III, IV
Educational experience in hands-on learning of free enterprise education. Students will be required to complete a minimum of 50 hours of project work in addition to other requirements set by the instructor. Fall, Spring. Credit, 1 semester hour each. PREREQ: permission of the instructor.

MGT 4070. Organization Theory
An examination of contemporary organizations from a theoretical perspective. Topics include but are not limited to organizational structure and design, organizational lifecycle, culture, ethics and social responsibility, strategy, technology, innovation and change, conflict, power, and politics. Credit, 3 semester hours. PREREQ: MGT 3060 or 3070 or permission of the instructor.

MGT 4080. Human Resource Management
Application of behavioral science concepts in the development of hiring, training, and compensation policies relevant to the management of people at work. As Announced. Credit, 3 semester hours. PREREQ: MGT 3060.

MGT 4100. Small Business Management
Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance, marketing, operations, and accounting as they apply to owning and operating a small business. Fall. Credit, 3 semester hours. PREREQ: MGT 3060, MKT 3120, FIN 3100.

MGT 4110. Small Business Institute Problems
Project-oriented course in which teams, under the supervision of the instructor, provide consulting assistance to individuals who are starting a new business or currently operating a small business. Emphasis is placed on integration and application of business concepts to actual business situations. Limited enrollment. Spring. Credit, 3 semester hours. PREREQ: MGT 3060, MKT 3120, FIN 3100 (MGT 4100 desirable, but not required).

MGT 4410. Operations Management
Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed. Fall, Spring. Credit, 3 semester hours. PREREQ: DSC 3140, MGT 3060.

MGT 4660. Business Strategy
Course integrates knowledge from functional areas through analysis of complex business problems. Case approach requires student involvement in decision making. Fall, Spring. Credit, 3 semester hours. PREREQ: ACC 3310 or MGT 4410, MGT 3030, and a "C" or better in MGT 3060, MKT 3120 and FIN 3100 or permission of the instructor.

MGT 4800. Management Internship
A work experience in an operating business where the student, under academic and employer supervision, participates in actual managerial functions (40 work hours per semester credit hour). Student must keep extensive diary of work experiences and submit frequent reports to academic supervisor. All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses. Fall or Spring, contingent on faculty availability. Credit, 3 semester hours. Pass/Fail. PREREQ: Written proposal and consent of Department Chair.

MGT 4990. Directed Studies in Management
Independent study in an area of management of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: MGT 3060 and

permission of the Department.

MGTS 4xxx. Special Topics in Management

The study of a particular topic of special importance, relevance, and currency in the field of management. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: MGT 3060.

MARKETING (MKT)

MKT 3120. Principles of Marketing

An introductory course in basic marketing principles is viewed from the perspective of a marketing manager. Topics covered include the marketing concept, product analysis, consumer behavior, channels of distribution, pricing, promotion, international marketing, and marketing's role in society. Fall, Spring. Credit, 3 semester hours.

MKT 3130. International Marketing

This course examines the role or marketing in international arenas. Will be concerned with societal, cultural, as well as economic aspects of marketing in different countries. As Announced. Credit, 3 semester hours. PREREQ: MKT 3120.

MKT 3200. Consumer Behavior

Examination of the consumer decision-making process, including searching for, purchasing, using, evaluating, and disposing of products and services. Emphasis on how marketing mix, social-cultural factors, inner characteristics, and lifestyle affect consumer behavior. Discussion of current examples and public policy issues. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120 or permission of the instructor.

MKT 4050. Retail Management

Study of retail structure and organization. Analysis of major store functions including buying, selling, pricing, advertising, and inventory control. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120 or permission of the instructor.

MKT 4200. Personal Selling and Sales Management

An overview of skills and knowledge involved in personal selling management of sales programs. Emphasis on learning the different techniques for developing personal selling presentations, prospecting for customers, managing customer accounts, and sales management theories and their applications. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120 or permission of the instructor.

MKT 4300. Integrated Marketing Communications

A study of advertising planning and strategy. Topics include economics and social aspects, types of advertising, advertising objectives, development of advertising messages, media selection and evaluation, and advertising research. As Announced. Credit, 3 semester hrs PREREQ: A "C" or better in MKT 3120 or permission of the instructor.

MKT 4500. Marketing Research

A study of the application of research methods, both quantitative and qualitative, in the collection of marketing information and the development of marketing strategy. Applied marketing research studies are examined from the perspectives of planning, designing, executing, and interpreting. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120 and DSC 3140 or permission of the instructor.

MKT 4800. Marketing Strategy

Integration of marketing elements in a strategic planning framework. Topics include demand analysis, formulating marketing strategies, establishing marketing policies and procedures, coordinating

marketing actions, and evaluating performance of marketing functions. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120 or permission of the instructor.

MKT 4990. Directed Studies in Marketing

Independent study in an area of marketing of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: A "C" or better in MKT 3120 and permission of the Department.

MKTS 4xxx. Special Topics in Marketing

The study of a particular topic of special importance, relevance, and currency in the field of marketing. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120 or permission of the instructor.

SCHOOL OF EDUCATION

Dean: Zoe Locklear
Associate Dean for Academics: Betty Wells Brown
Associate Dean for Accountability and Outreach: Sara Simmons

The School of Education administers the Teacher Education Program at The University of North Carolina at Pembroke. The University offers the Bachelor of Arts, Bachelor of Music, and Bachelor of Science degree with the following majors (program areas): Art Education (K-12), Biology Education (9-12), Birth-Kindergarten Education (B-K), Elementary Education (K-6), English Education (9-12), Mathematics Education (9-12), Middle Grades Education (6-9), Music Education (K-12), Physical Education (K-12), Science Education (9-12), Social Studies Education (9-12), and Special Education (K-12).

Some majors (program areas) are housed in the School of Education, and some majors (program areas) are housed in the College of Arts and Sciences.

The School of Education also has six departments: Professional Education Programs; Professional Studies and Middle Grades; Professional Leadership; Health, Physical Education, and Recreation; Aerospace Studies; and Military Science. The Department of Professional Education Programs offers the Bachelor of Science degree in Birth-Kindergarten Education, Elementary Education, and Special Education. The Department of Professional Studies and Middle Grades houses the core professional studies faculty and offers the undergraduate and graduate degrees in Middle Grades Education (B.S. and M.A.Ed.). The Department of Professional Leadership offers graduate degrees in Elementary Education (M.A.Ed.), Professional School Counseling (M.A.Ed.), Reading Education (M.A.Ed.), and School Administration (M.S.A.). The Department of Health, Physical Education, and Recreation offers the Bachelor of Science degree with majors in Health Promotion and in Physical Education with tracks in Exercise and Sport Science, Recreation Management/Administration, Athletic Training, and Physical Education Licensure. The Department of Aerospace Studies prepares cadets for active duty as Air Force Officers through the General Military Course (GMC) and the Professional Officers Course (POC). The Department of Military Science offers the Army ROTC Basic and Advanced Courses which lead to second lieutenant commissions in the U.S. Army.

The University of North Carolina at Pembroke also offers the Master of Arts (M.A.) and Master of Arts in Teaching (M.A.T.) degrees in Art Education (K-12), English Education (9-12), Mathematics Education (9-12), Music Education (K-12), Physical Education (K-12), Science Education (9-12), and Social Studies Education (9-12). For more information about graduate programs in education, see the School of Graduate Studies section of this catalog.

TEACHER EDUCATION PROGRAM 268
Director: Zoe Locklear

DEPARTMENT OF PROFESSIONAL EDUCATION PROGRAMS 302
Chair: Karen Stanley

DEPARTMENT OF PROFESSIONAL STUDIES AND MIDDLE GRADES 314
Chair: Irene Aiken

DEPARTMENT OF PROFESSIONAL LEADERSHIP 315
Chair: Carol Higy

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, & RECREATION 316
Chair: Tommy Thompson

DEPARTMENT OF AEROSPACE STUDIES 332
Director: Lt. Colonel Evangeline Cheeks (Air Force)

DEPARTMENT OF MILITARY SCIENCE 335
Director: Master Sergeant Johnny Torre (Army)

TEACHER EDUCATION PROGRAM

Director: Zoe Locklear

Theme: Preparing professional educators who are committed, collaborative, and competent

Scott C. Billingsley[24]	Betty Wells Brown[27]	Alfred Bryant[28]
Janita K. Byars[15]	Pam Carroll[29]	Danny Davis[17]
Heather Kimberly Dial[18]	Swannee Dickson[5]	Joseph Goldston[11]
José Gómez[25]	Carol Higy[20]	Ann Horton-Lopez[2]
Virginia P. Jones[7]	Mary Klinikowski[10]	Roger A. Ladd[8]
Tulla Lightfoot[1]	Jeffrey K. Lucas[23]	Rachel McBroom[3, 21]
Kay McClanahan[9]	Janetta Obeda[30]	G. David Pitner[19]
Lawrence Schultz[26]	Sara Simmons[27]	Karen Stanley[4]
Tommy Thompson[16]	Velinda Woriax[22]	Gary Wright[14]

[1]Art Education (U)
[2]Art Education (G)
[3]Biology Education (U)
[4]Birth to Kindergarten (U)
[5]Elementary Education (U)
[6]Elementary Education (G)
[7]English Education (U)
[8]English Education (G)
[9]English as Second Language (AO)
[10]Mathematics Education (U)
[11]Mathematics Education (G)
[12]Middle Grades Education (U)
[13]Middle Grades Education (G)
[14]Music Education (U)
[15]Music Education (G)
[16]Physical Education (U)
[17]Physical Education (G)
[18]Reading Education (G)
[19]School Counseling (G)
[20]School Administration (G)
[21]Science Education (U)
[22]Science Education (G)
[23]Social Studies Education (U)
[24]Social Studies Education (G)
[25]Spanish Education (U)
[26]Special Education (U)
[27]Associate Dean
[28]Director of Assessment
[29]University-School Programs
[30]Licensure Officer

(U) = Undergraduate; (G) = Graduate; (AO) = Add-On

Teacher Education Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity, by caring for the personal and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Teacher Education Program Diversity Position Statement

In congruence with the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience and to graduate students prepared for global citizenry, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial and ethnic differences, and gender issues of differences and who possess the knowledge, skills, and dispositions necessary to promote living and learning in a global society. To this accomplishment the Teacher Education Program will seek to

1. recruit students from among diverse backgrounds, cultures, and races;

2. recruit faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develop, teach, and assess a curriculum that embraces learning and teaching for diverse populations; and,
4. provide (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the democratic mission in public education.

Commitment

Public schools exist for the purpose of making equal access a reality for all children regardless of race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democratic nation. Therefore, professional educators—classroom teachers, specialists, administrators, and school counselors—significantly influence the shape of that future for P-12 learners in our nation's public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be **committed to the mission of public schooling** in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities and care deeply about each child's academic success, health, and well-being. Second, professional educators must be **committed to high standards for students**. Professional educators believe that all students can learn and set high expectations for all learners. They create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to high standards for themselves**. They are personally invested in their professional work and continuously engaged in critical self-reflection about their own effectiveness at performing that work. They are committed to lifelong learning and continuous professional development over the span of a career. Fourth, **professional educators are committed to the profession**. They are proud to serve their communities as educational leaders and advocate for the profession in all interactions. They affiliate with various professional organizations at the district, state, and national levels.

Collaboration

Public schooling is a complex social institution involving multiple branches of local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of the stakeholders in public education is essential for success. The UNCP Teacher Education Program nurtures the development of professional educators who understand the importance of collaboration in the public school culture and who work productively with others in various collaborative endeavors for the welfare of P-12 learners.

Professional educators must **collaborate with others in the community of learners.** They understand the constructivist principle of creating shared knowledge, learn how to work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must learn how to **collaborate with other professionals**

in the school community. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for whole school improvement. Professional educators **collaborate with students' families and other caregivers**. They understand that the partnership between school and home has a positive impact on the child's success in school. They communicate regularly with parents about what is going on in the school and invite them to actively participate in the school community. Professional educators **collaborate with others in the community**. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed individuals in the district, state, and nation to support special educational initiatives for the benefit of P-12 learners.

Competence

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators **promote positive learning outcomes for ALL students.** Understanding the critical connections among theory, research, and practice, their work is grounded in a defensible, well-developed **conceptual framework** based on the tenets of **constructivism**. Competent professional educators **know how to use critical self-reflection** on those connections to learn from direct experience and continuously improve their effectiveness. They **know how to secure and use various technological resources** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They **value the role of the family in the child's education** and know how to work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators **provide leadership** wherever it is needed, always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the North Carolina State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the University of North Carolina system. North Carolina State licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the National Council for the Accreditation of Teacher Education (NCATE), an external accreditation agency.

In summary, UNC Pembroke prepares **committed**, **collaborative**, and **competent** professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession.

Teacher Education Program Organization

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean, School of Education. Some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. Information about Teacher Education Program policies and procedures, licensure and testing requirements, special programs, and resources appears in this section.

Teacher Education Program Governance

The Teacher Education Committee is the University-wide committee responsible for overseeing all teacher education programs. Its specific functions include establishing teacher education policies,

reviewing all proposed changes to teacher education curriculum, reviewing proposed teacher education programs, reviewing the professional studies component of the program, approving applicants to the Teacher Education Program, approving applicants for the professional semester, assuring compliance with state and national accreditation standards, and considering other matters related to teacher education. For a comprehensive description of the Teacher Education Committee organization and function, see the Teacher Education Program Policy Manual and the UNCP Faculty Handbook.

Accreditation and Licensure

All teacher education licensure programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education. The North Carolina Department of Public Instruction issues licenses to teach in the public schools of North Carolina. Requirements for licensure are established by the NC State Board of Education and are subject to change. Accreditation provides for reciprocal licensure with other states that recognize interstate reciprocity agreements.

NOTE: UNC Pembroke's Title II Report is included in Appendix B of this catalog.

NC State Licensure Examination Requirement

All persons qualifying for licensure in North Carolina in the areas of Elementary Education, Birth-to-Kindergarten Education, and Special Education must pass the designated Praxis II specialty area test(s), as required. Alternative licensure teachers must meet Praxis II requirements as defined by current NC State Board of Education policy. See the program director for information about licensure exam requirements for graduate programs.

The School of Education must receive an official copy of satisfactory scores before a recommendation for licensure can be forwarded to the NC State Department of Public Instruction. Candidates should have their scores sent directly to the University by the testing company. Candidate copies are not accepted. Applications and information about the Praxis II tests are available at the Educational Testing Service website at www.ets.org.

Alternative Routes to Licensure

The UNCP Teacher Education Program offers three alternative pathways to licensure:

- Licensure-only—available in all licensure areas offered by the unit
- NC TEACH II—a Department of Education grant-funded initiative, in partnership with the state NC TEACH office and selected school systems, to recruit persons with bachelor's degree and work experience into teaching. Licensure is offered in middle grades, special education, and secondary math and science.
- Master of Arts in Teaching Program—specializations in art education, middle grades education, music education, physical education and secondary English education, mathematics education, science education, and social studies education. More information about this pathway can be found in the School of Graduate Studies section of the catalog.

Licensure-Only

The North Carolina Department of Public Instruction issues licenses to teach in the public schools. Individuals who already possess a baccalaureate degree must satisfy individually determined requirements for licensure based on previous study and professional experiences. Candidates must apply to UNCP and must have earned a degree from a regionally accredited college or university. In determining requirements for licensure-only candidates, consideration will be given to alternative means of demonstrating the knowledge and competencies for licensure. Licensure-only students are subject to the same Teacher Education Program admission and continuation regulations as degree-seeking students. Additional information is available from the School of Education.

Licensure-only candidates who have an overall Quality Point Average (QPA) of 2.5 at the time the degree was awarded may request a Plan of Study (POS) that is developed based upon his/her edu-

cational background and intended licensure area. Official transcripts from each institution attended must accompany the request. Based upon review of the transcript(s) by the School of Education Licensure Office and the appropriate program coordinator, a Plan of Study is developed. Upon successful completion of the prescribed POS, the student may apply for licensure recommendation from The University of North Carolina at Pembroke.

An In-Focus Plan of Study is for licensure-only students who do not have an overall QPA of 2.5 at the time the degree was awarded. Eligibility requirements for an In-Focus Plan of Study are as follows:

- hold at least a bachelor's degree from a regionally accredited college or university;
- meet the state established scores on Praxis I, SAT, or ACT;
- have an overall grade point average of 3.0 on a minimum of fifteen (15) semester hours of coursework taken at UNCP relative to licensure (professional studies, content pedagogy, and specialty area courses);
- complete a Request for a Plan of Study (POS) form;
- submit an official transcript.

To be admitted into the Teacher Education Program, In-Focus students must have:

1. earned a "C" or better in EDN 302 (Foundations of Education);
2. earned a grade of at least a "C-" ("C" if the course was repeated) in all required professional studies, content pedagogy, and specialty area courses completed at the time of admission;
3. at least a 2.5 cumulative QPA on a 4.0 scale on all prior college/university course work;
4. satisfactorily completed an admission to the Teacher Education Program interview and;
5. completed a Candidate for Professional Licensure (CPL) form.

An alternative to the QPA requirement (#3 above) provides that In-Focus students must have:

- earned a QPA of 3.0 on a minimum of fifteen (15) hours of course work taken at UNCP relative to licensure (professional studies, content pedagogy, and specialty area courses)

Another option available for licensure-only students is to have a Plan of Study developed by one of North Carolina's Regional Alternative Licensure Centers (RALCs). The Plan of Study includes a list of competency areas that the candidate must fulfill to clear his/her license. Upon completion of the specified requirements, the candidate may be recommended for licensure by the RALC. In order for licensure-only students to take courses at UNCP, the candidate must complete an application, which is available from the School of Education website, www.uncp.edu/soe, or from the School of Education Licensure Office. Candidates who have a Plan of Study through RALC will not be eligible for licensure recommendation from UNC Pembroke. Candidates should contact their Local Education Agency (LEA) when they are ready to clear their license.

Special Resources and Facilities

The Curriculum Laboratory: The Curriculum Laboratory, housed in the Educational Center, is an essential part of the Teacher Education Program. It contains professional and instructional materials supporting all licensure programs in the Teacher Education Program. The Laboratory has textbooks used in P - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional journals, curriculum outlines, Praxis I review materials, and equipment and resources for the construction of instructional materials.

The Education Technology Center (ETC): The ETC is a student computer lab housed in the Educational Center specifically designed for teacher education preparation. Hardware, software, and training are available to provide pre-service teachers with opportunities to demonstrate mastery of the National Educational Technology Standards for Teachers (NETS-T) that were adopted in 2003 as a licensure requirement for North Carolina teachers. The ETC also offers access to online review materials to assist students preparing to take the Praxis I Series. All teacher education majors are encouraged to utilize the resources available in this Center.

POLICIES AND PROCEDURES APPLICABLE TO UNDERGRADUATE INITIAL TEACHER LICENSURE PROGRAMS

Standards for Undergraduate Initial Teacher Licensure Programs

The Teacher Education Program is designed to prepare all undergraduate candidates to meet or exceed six standards established by the Teacher Education Committee in collaboration with public school partners. The Standards are presented in the UNCP Teacher Education Program Teacher Candidate Handbook, the Teacher Education Policy Manual, the Teacher Education Program Internship Handbook, and the Teacher Education Program website.

Curriculum for Undergraduate Initial Teacher Licensure Programs

The program of study, or curriculum, for undergraduate teacher education majors is comprised of four components: General Education, Specialty Area (major), Professional Studies, and Content Pedagogy. A fifth component, academic concentration, is required in some programs of study (see following section). The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Specialty Area (major/licensure area) component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/licensure area. The Professional Studies component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; learning theories; curriculum; instruction; exceptional, diverse, and at-risk children; content area literacy; and the integration of instructional technology. The Content Pedagogy component is designed to help the candidate learn how to teach content to public school students at the targeted age and grade level. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

Outlines of the requirements for each program area (major) follow and may also be found in the catalog sections for the respective academic departments.

Special Requirement for Undergraduate Initial Teacher Licensure Programs: Academic or Professional Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education or Physical Education must complete an academic or professional concentration in a basic academic discipline as part of their degree requirements. The 18-27 hours comprising these academic and professional concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic and professional concentrations are available in American Indian Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Reading, Spanish, Special Education, and Sociology. Students may choose a second major of 30 hours in Philosophy and Religion rather than an academic or professional concentration. Academic and professional concentration requirements are listed with the respective department. (NOTE: Although the Board of Governors dropped the academic concentration for Special Education majors, the UNCP Teacher Education Program continues to require an academic concentration for degree seekers in this major.)

Declaration of Major and Advising

As soon as the student decides to major in teacher education, a Declaration of Major Form should be completed, including securing the required signatures, and submitted to the Office of the Registrar in Lumbee Hall. The form is then processed, and an advisor in the chosen program area is assigned. A major advisor is critical to a student's timely and efficient progress through the Teacher Education Program.

Admission to the Teacher Education Program

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. Admission into the University as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program.

To be eligible for consideration by the Teacher Education Committee and approved for admission to the Teacher Education Program, each candidate must:

1. Have not more than 9 hours of the General Education requirements remaining.
2. Have earned a "C" (2.0) or better in EDN 3020 or the approved equivalent course.
3. Have earned a grade of at least a "C-" (C if the course was repeated) in all required specialty area, professional studies, and content pedagogy courses completed at the time of admission, with the exception of EDN 3020, which requires a grade of "C."
4. Have at least a 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Meet the state established scores on Praxis I, SAT, or ACT. An official copy of the scores must be sent to UNCP. Students must meet the scores in effect at the time they apply to and qualify for admission to the Teacher Education Program [see next section for details].
6. Satisfactorily complete an admission interview after completing all the above requirements.
7. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education Licensure Office and on the School of Education website.

Students with disabilities who may require special accommodations should consult the Dean of the School of Education.

Students should apply for admission to the Teacher Education Program when all of the requirements for admission have been met. Applications are available in the School of Education Licensure Office and on the School of Education website. (LIMITED PROGRESSION NOTE: Formal admission to the Teacher Education Program is a prerequisite for enrollment in many specialty area, professional studies, and content pedagogy courses.)

Students will receive written notification from the School of Education that their application for the Teacher Education Program is approved or disapproved by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is received.

Testing Requirement for Admission to the Teacher Education Program

State law requires that an undergraduate student seeking a degree in teacher education must attain passing scores on a pre-professional skills test prior to admission to an approved teacher education program in a North Carolina college or university. Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis I Series, which includes subtests in reading, writing, and mathematics, or achieve the state established scores on the SAT or the ACT that allow individuals to be exempt from Praxis I testing requirements. Students must meet the required scores in effect at the time they apply to and qualify for admission to the Teacher Education Program. The School of Education must receive an official copy of the scores before the student may be admitted to the Teacher Education Program. Student copies of scores are not acceptable. For more information about testing requirements or other requirements for admission to the Teacher Education Program, students should contact the School of Education.

Continuation in the Teacher Education Program

If a candidate earns a course grade lower than "C-" in a specialty area, professional studies, or content pedagogy course; if a candidate's quality point average falls below a 2.5; or if a candidate's application for admission to the Professional Semester of the Teacher Education Program is disap-

proved for any reason, the candidate is suspended from the Teacher Education Program. Candidates suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required specialty area, professional studies, or content pedagogy courses in which a grade lower than a "C-" was earned must be repeated and a grade of "C" (2.0) or better must be earned. Upon correction of the deficiencies, candidates suspended from the program must request reinstatement in writing from the School of Education.

Enrollment in the Professional Semester

Enrollment in the Professional Semester is the culminating experience of the UNCP undergraduate Teacher Education Program. To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the professional semester, each candidate must:

1. Be fully admitted to the Teacher Education Program one full semester (excluding summer sessions) prior to student teaching.
2. Have completed all required General Education courses.
3. Have satisfactorily completed all specialty area, professional studies, or content pedagogy courses, excluding those assigned in the professional semester.
4. Have not more than six semester hours of degree requirements remaining after the professional semester is completed. The remaining six hours shall NOT include any specialty area, professional studies, or content pedagogy courses, and these six hours must be approved by the candidate's advisor and the Dean of the School of Education.
5. Have an overall quality point average of 2.5 or better as well as a 2.5 or better in the candidate's major field of study.

Two semesters prior to the internship, each candidate must complete the professional semester enrollment packet, including but not limited to the following items:

1. *Program Standards Progression Midpoint Assessment* form for Course Artifacts and Reflection as Evidence (CARE) and conceptual framework development, signed by the candidate's advisor.
2. *Advisor's Recommendation for Professional Semester* form signed by the candidate's advisor, program coordinator, and respective department chairperson.
3. *North Carolina Public School Health Examination Certificate* and the *UNCP Health Services Verification* form.
4. *Registrar's Statement and Application for Degree* form.
5. A résumé.

Candidates with disabilities who may require special accommodations during the Professional Semester should contact the Director of University-School Programs.

Candidates will receive written notification from University-School Programs that their enrollment application was approved or disapproved by the Teacher Education Committee. A candidate is not officially enrolled in the Professional Semester until such notification is made AND all University registration procedures are completed.

Graduation

Students must apply for graduation. Applications, which are available in the Registrar's Office, must be submitted at least two semesters before graduation (April 1st of the year prior is the deadline for December graduation; November 1st of the year prior is the deadline for May graduation). Application for graduation is a University policy, separate from any Teacher Education Program policies and procedures.

Time Limit Policy

Students will have five years from the date of completing course work toward licensure to be recommended by UNCP for initial licensure. After five years have lapsed, a student's program of study will be reviewed and additional course work may be required before a recommendation will be made for initial licensure.

Residency Requirements for Teacher Education Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the professional semester.

Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to nine (9) hours transfer credit may be granted for education courses. For each course for which transfer credit is sought, the student must furnish an official transcript from the institution at which the course was taken. Transfer credit will be accepted only from two- and four-year colleges and universities with teacher education programs approved by at least one of the following: (1) North Carolina State Board of Education; (2) National Council for the Accreditation of Teacher Education (NCATE); (3) Teacher Education Accreditation Council (TEAC); or (4) appropriate regional accrediting agencies, such as the Southern Association of Colleges and Schools.

Special Programs: Teaching Fellows

The University of North Carolina at Pembroke is one of the eighteen institutions participating in the North Carolina Teaching Fellows Program. The Program is funded by the State of North Carolina to attract the "best and brightest" students to the teaching profession. High school students apply to the Teaching Fellows Program in the fall of the senior year. Following a state-wide selection process, four hundred Teaching Fellows are selected annually by the North Carolina Teaching Fellows Commission. Each Teaching Fellow receives a $26,000 scholarship ($6500/year for four years) and is required to teach in North Carolina for at least four years.

Teaching Fellows choosing to attend UNC Pembroke participate in an academically and culturally enriched teacher education program. Entering Teaching Fellows participate in a summer orientation program designed to introduce students to the teaching profession and acquaint them with the University, faculty, staff, administrators, and fellow students. Teaching Fellows enroll in a special section of the required Freshman Seminar course (FRS 1000) taught by the Teaching Fellows Program Director. The students also enroll in a special section of English 1050: Composition I taught by the English Department.

Throughout their program of study at UNCP, Teaching Fellows participate in monthly seminars on topics including cultural diversity, leadership development, and other issues of importance to future teachers. The seminars are led by faculty, area educators, and leaders from the public and private sectors. Teaching Fellows work closely with select faculty mentors on research and special projects.

Educational and recreational field trips provide Teaching Fellows the opportunity for personal and professional development. Special social events are scheduled each semester. Teaching Fellows participate in activities coordinated by the Public School Forum during the summers following their freshman, sophomore, and junior years.

Additional information on the program is available from the School of Education and the Teaching Fellows Program Office.

UNDERGRADUATE LICENSURE PROGRAMS

NOTE: Students who desire teacher licensure in any one of the programs outlined below should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF ARTS IN ART EDUCATION (K-12)

Coordinator: Tulla Lightfoot
Location: Department of Art

PROGRAM DESCRIPTION

The program of study in Art Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Art Education program is one of 12 teacher education programs offered at UNCP. Art Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Art Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

One goal of the Art Education program is to help prospective art educators develop art insight and technical competence in their chosen area of study as well as groundwork for special interests and needs. Prospective art educators must also demonstrate professional awareness and communication skills concerning their discipline. They must be proficient as art instructors at all grade levels and have a philosophical basis for planning and implementing curricula in a pluralistic society. Students must be able to evaluate art products and procedures and defend their evaluations. More specifically, prospective art educators will:

1. attain a high level of visual literacy of history, criticism, aesthetics and production of art throughout their endeavors of art (art education), beginning to carry out the integration of these four disciplines through the activities of inquiry, production, observation and practice;
2. become familiar with traditional and contemporary art education movements, theories, and issues, demonstrating knowledge of the fundamental principles and the language of art as part of their art theory instruction;
3. possess a comprehensive and integrated understanding of the visual arts, crafts, and art history;
4. be knowledgeable about the various techniques, materials, and studio procedures of art production and be able to translate those processes into sequentially based curricula for diverse learners;
5. gain knowledge, in the classroom and during field experiences, of the structure, procedures, and processes found in schools as related to the special area of art education;
6. know and understand the developmental stages (both cognitive and affective domains) and be able to structure lessons that are developmentally appropriate; and
7. take an active role in instructional planning, presentation, the uses of instructional technology, and assessment, taking into consideration the diversity of the population.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area	39
ART 1010 Elements of Design	
ART 1020 Three-Dimensional Design or ART 105 Introduction to Sculpture	
ART 1090 Figure Drawing	
ART 1110 Introduction to Ceramics	
ART 1320 Introduction to Drawing	
ART 1330 Introduction to Painting	
ART 1400 Introduction to Printmaking	
ART 2300 Digital Arts I	
ART 2500 Communication Design	
ART 2080 Survey of Art I	
ART 2090 Survey of Art II	
Advanced Studio Concentration – 6 hours	
Professional Studies	15
EDN 3020 Foundations of Education	
EDN 3100 Birth through Young Adult Development	
EDN 3500 Educational Psychology	
EDN 4190 Content Area Literacy in Middle & Secondary Schools	
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students	
Content Pedagogy	21
ART 3050 Art Education in Grades K-6	
ART 3060 Art Education in Grades 7-12	
ART 3080 Art Education Field Experience	
ART 4000 Art Education Curriculum	
EDN 4490 Internship	
General Electives	4
	Total: 124

BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (9-12)

Coordinator: Rachel McBroom
Location: Department of Biology

PROGRAM DESCRIPTION

The program of study in Biology Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Biology Education program is one of 12 teacher education programs offered at UNCP. Biology Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Biology Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Biology Education program is to prepare competent science teachers committed to the development of biology literacy in diverse secondary school learners. The program helps the prospective biology educator integrate the knowledge bases underlying biology into an internal framework of their own through collaboration with peers, university faculty, and public school partners. The prospective biology teacher should possess the following characteristics:

1. an understanding of the unifying concepts of science, with a special emphasis on biological concepts, and how this knowledge will enable students to deal with personal and social problems intelligently;
2. an understanding of the nature of science and the historical development of scientific thought;
3. an understanding of the interrelationships between science, mathematics, technology, and society;
4. an understanding of how science contributes to the personal development of diverse individuals;
5. an understanding of developmentally appropriate instructional methods and curriculum of Biology and other sciences, to include inquiry-based instruction, assessment techniques, and the integration of technology;
6. the communication skills necessary for effective teaching, as well as, the skills necessary for effective classroom management;
7. an understanding of the role of research in biology and science education;
8. an awareness of the importance of incorporating best practices into science classrooms through lifelong professional development;
9. an awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction;
10. the ability to collaborate with colleagues, families, and community members to improve science instruction for all students.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	59-60
BIO 1000 Principles of Biology & BIOL 1000 Lab Investigation in Biology	
BIO 1010 General Botany	
BIO 1020 General Zoology	
BIO 3040 Principles of Ecology	
BIO 3180 Principles of Genetics	
BIO 3710 Cell Biology	
BIO 4220 Evolution	
Biology Electives 8-9 hours	
CHM 1300 & 1100 General Chemistry I & Lab	
CHM 1310 & 1110 General Chemistry II & Lab	
CHM 2500 Organic Chemistry I	
MAT 1070 College Algebra	
MAT 2100 Introduction to Statistics	
PHY 1500 College Physics I	
GLY 1150 Earth Science	

Professional Studies	15
EDN 3020 Foundations of Education	
EDN 3120 Early Adolescent through Young Adult Development	
EDN 3500 Educational Psychology	
EDN 4190 Content Area Literacy in Middle & Secondary Schools	
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students	
Content Pedagogy	18
SCE 3000 Early Experiences for Prospective Science Teachers	
SCE 3010 Early Laboratory Experiences for Prospective Science Teachers	
SCE 4000 Teaching Science in the Secondary School	
CSC 4050 Current Topics in Computers in Education	
SCE 4490 Internship in Science in Secondary Schools	
General Electives	2-3
	Total: 128

BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)

Coordinator: Karen Stanley

Location: Department of Professional Education Programs

PROGRAM DESCRIPTION

The program of study in Birth-to-Kindergarten Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Birth-to-Kindergarten Education program is one of 12 teacher education programs offered at UNCP. Birth-to-Kindergarten Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Birth-to-Kindergarten Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

NORTH CAROLINA BIRTH-KINDERGARTEN PROGRAM STANDARDS

The goals of the Birth-Kindergarten program are to prepare preservice and inservice Birth-Kindergarten professionals with the knowledge, skills, and dispositions needed to effectively serve infants, toddlers, preschoolers, and their families in diverse settings. Our program is based on the following ten standards as established by the North Carolina Department of Public Instruction.

The successful Birth-Kindergarten professional will

1. promote child development and learning for ALL young children with and without disabilities, including those at risk;
2. understand assessment processes including their goals, benefits, and uses;
3. build family and community partnerships;

4. prepare for teaching and learning by connecting with ALL young children with and without disabilities, including those at risk and their families;
5. prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments;
6. prepare for teaching and learning by creating an integrated curriculum and responsive environment;
7. support the learning of ALL young children with and without disabilities, including those at risk;
8. recognize and respect individual differences in program planning and implementation;
9. demonstrate respectful, reciprocal relationships with families and communities;
10. function professionally.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area (including Multidisciplinary Core)	21
ECE 3010 Introduction to Early Childhood Education	
ECE 3150 Guiding Children, Birth – Five Years	
ECE 3600 Parent and Child Advocacy/Networking	
ECE 4200 Administration of Early Childhood Programs	
HLTH 1060 Safety and First Aid	
HLTH 1090 Healthful Living	
HLTH 2060 Nutrition	
SOC 3030 The Family	
ECE 4000 Developmental Assessment for Young Children	
Professional Studies	15
EDN 3020 Foundations of Education	
EDN 3060 Psychology of Early Childhood	
EDN 3500 Educational Psychology	
EDN 4080 Language and Literacy in the Early Years	
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students	
Content Pedagogy	30
ECE 3200 Curriculum & Environments in Infant/Toddler Programs	
ECE 3210 Curriculum & Environments in Preschool Programs, 3-5 years	
ECE 3400 Creative Experiences in the Early Years	
ECE 3900 Practicum in Child Study B-5	
SED 3220 Curriculum & Environments for Children with Special Needs, Birth-5	
SED 4820 Supporting Families of Preschool Children with Disabilities	
ECE 4460 Internship in Birth-Kindergarten Programs	
ECE 4750 Professional Seminar for Pre-service Birth-Kindergarten Teachers	
General Electives	17
	Total: 128

PRESCHOOL ADD-ON LICENSURE

Preschool add-on licensure is available to individuals holding a clear license in Elementary Education, Family and Consumer Sciences, or Special Education. Consult the School of Education Licensure Office for further details.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Swannee Dickson

Location: Department of Professional Education Programs

PROGRAM DESCRIPTION

The program of study in Elementary Education consists of five curricular components: freshman seminar and general education, the specialty area, content pedagogy (methods and internship), professional studies, and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Elementary Education program is one of 12 teacher education programs offered at UNCP. Elementary Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Elementary Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Elementary Education program is to guide the professional development of teacher candidates who are morally and ethically committed to the learning, development, and well-being of all elementary children and who possess the knowledge, skills, and dispositions needed to guide the cognitive, social, emotional, and physical development of diverse learners in ways that inspire, engage, and affirm. The specific objectives for elementary education candidates are delineated in the UNCP Teacher Education Program Teacher Candidate Handbook. Briefly, the objectives of the program are

1. to develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
2. to acquire the key concepts and tools of inquiry in the science disciplines, the literary disciplines, the social studies disciplines, the physical education and health disciplines, and the arts disciplines;
3. to acquire knowledge of the theories and principles of human growth and development;
4. to understand the major determinants of curriculum in the elementary schools, including the North Carolina Standard Course of Study;
5. to know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of diverse learners;
6. to understand the role of assessment in cycles of teaching and learning and to develop the disposition to reflect critically and integrate knowledge and experience into a coherent conceptual framework.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area	4
HLTH 1090 Healthful Living	
HST 3170 History of North Carolina	

Content Pedagogy	40
MUS 3240 Musical Experiences for Young Children	
ART 3050 Art Education in Grades K-6	
PED 3160 Physical Education Activities for Grades K-6	
EDN 3110 Foundations of Elementary Curriculum	
EDN 4090 Early Literacy: Learning to Read in the Elementary School	
EDN 4210 Teaching Language Arts in the Elementary School	
EDN 4530 Teaching Social Studies in the Elementary School	
EDN 4550 Teaching Science and Health in the Elementary School	
EDN 4630 Teaching of Mathematics in the Elementary School	
EDN 4650 Equitable Assessment in Democratic Classrooms	
EDN 4460 Internship in the Elementary School	
EDN 4750 Professional Seminar for Pre-Service Teachers in the Elementary Schoo	
Professional Studies	15
EDN 3020 Foundations of Education	
EDN 3070 Middle Childhood Development	
EDN 3500 Educational Psychology	
EDN 4100 Content Area Literacy in the Elementary School	
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students	
Academic or Professional Concentration	18-30
	Total: 128

BACHELOR OF ARTS IN ENGLISH EDUCATION (9-12)

Coordinator: Virginia P. Jones
Location: Department of English, Theatre, and Languages

PROGRAM DESCRIPTION

The program of study in English Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The English Education program is one of 12 teacher education programs offered at UNCP. English Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The English Education program is accredited by the National Council of Teachers of English, the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS:

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goals of the UNCP English licensure program are that students will increase their knowledge of and competence in the language arts and will be prepared to become effective teachers in the English classroom and to function as contributing English professionals. The objectives of the

program are that students will

1. understand such areas of the English language as historical and developmental perspectives, grammar systems, and dialects/levels of usage;
2. read and respond in various ways to works of American, British, and world literature, including literature by women, minorities, and non-western writers;
3. become acquainted with traditional and contemporary literature appropriate for adolescents and become aware of ways to encourage a variety of reader response to such literature;
4. experience and study both the writing process and written products for diverse purposes and audiences, completing a variety of writing tasks and studying pedagogical techniques appropriate to working with diverse learners;
5. be exposed to materials and methods for teaching reading, writing, speaking, listening, and viewing;
6. practice instructional planning, presentation, and assessment in the field of English, understanding the necessity of critical reflection in the entire instructional process;
7. learn how to use diversity of learners, technology, and community resources as strengths in the English classroom; and
8. gain a sense of professionalism through exposure to positive pedagogical models in their course work, through structured, monitored early field experiences, and through an extended supervised student teaching experience.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(36)*
Specialty Area (*9 semester hours of Foreign Language and 2000-level Literature may count toward General Ed)	40-46

SPE 2000 Interpersonal Communication or SPE 2010 Fundamentals of Speech

Foreign language competency at the 1320 course level**– 0-6 hours

ENG 2050 World Literature before 1660 or ENG 2060 World Literature after 1660

ENG 2230 American Literature before 1865 or ENG 2240 American Literature since 1865

ENG 2470 British Literature before 1790 or ENG 2480 British Literature after 1790

ENG 3040 Principles of Literary Study

ENG 3460 Aspects of the English Language

ENG 3710 English Grammar

ENG 4570 Shakespeare (fall only)

ENGS 4xxx (numbers vary) Seminar in Literature

Select four from list below with approval of coordinator/English advisor:

ENG 2010 Southern Literature, ENG 2020 Contemporary Literature, ENG 2040 Mythology of All Peoples, ENG 2080 Women's Literature, ENG 2090 Literature and Film, ENG 2100 African American Literature, ENG 2190 Latino Literature, or ENG 2200 Native American Literature

ENG 3100 The Harlem Renaissance

ENG 3110 Medieval British Literature

ENG 3120 Early Modern British Literature

ENG 3130 American Transcendentalist Period
ENG 3140 American Realism and Naturalism
ENG 3150 British Romantic Literature
ENG 3160 Victorian Literature
ENG 3170 Post-Colonial Literature
ENGS 33xx Special Topics in Literature
ENG 3420 The British Novel
ENG 3430 The American Novel
ENG 3440 Native American Novel
ENG 3540 Modern Drama
ENG 3560 Modern Fiction
ENG 3660 Modern Poetry
ENG 3670 Contemporary Fiction
ENG 3680 Contemporary Poetry
ENG 3740 Writing Poetry II or ENG 3750 Writing Fiction II
ENG 4020 Literary Criticism
ENG 4230, 4240 Special Topics in American English
ENG 4810 Phonetics and Phonology, ENG 4830 Second Language Acquisition, or ENG 4850 Cultural Issues of English as a Second Language
No more than two of the following: ENG 2990 Writing Center Theory and Practice, ENG 3570 History of Rhetoric, ENG 3580 Professional Writing, ENG 3590 Creative Nonfiction, ENG 3700 Advanced Composition, and ENGS 4090-4129 Special Topics in Composition and Rhetoric

Select one from list below:
ENG 2860 Literary Magazine Production, JRN 1820 Yearbook Production, JRN 1610 Newspaper Production, THE 1620 Play Production***

Professional Studies 15
EDN 3020 Foundations of Education
EDN 3120 Early Adolescent through Young Adult Development
EDN 3500 Educational Psychology
EDN 4190 Content Area Literacy in Middle & Secondary Schools
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students

Content Pedagogy 18
EED 3840 Literature and Reading for Adolescents (6-12): Methods and Materials (spring only)
EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)
EED 4490 Internship for Secondary English Education (spring only)
EED 4750 Professional Seminar in Secondary English Education (spring only)

General Electives 7-13

Total: 122

**The foreign language requirement may be met by completing 1310 and 1320, by testing into and completing 1320 only, or by testing out of both 1310 and 1320.

***The Literary Magazine, Newspaper, Play, and Yearbook Production courses are offered under multiple course numbers; see departmental listings for additional course numbers that fulfill this requirement.

ENGLISH AS A SECOND LANGUAGE ADD-ON LICENSURE

Coordinator: Kay McClanahan

(initial [temporary] SDPI authorization granted)

Students can take the 6 courses (18 hours) in the program for either undergraduate or graduate credit and, upon completion of the program, can add on to either the Standard Professional I or "M" license. All courses will be offered in the late afternoon or evening, and the program can be completed within two years.

Course Requirements	Sem. Hrs.
ENG 3460 Aspects of the English Language	3
ENG 3710 English Grammar	3
ENG 4810 Phonetics and Phonology	3
ENG 4830 Second Language Acquisition	3
ENG 4850 Cultural Issues of English as a Second Language	3
TESL 4890 Applied Pedagogy of Teaching English as a Second Languag	3

BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12)

Coordinator: Mary Klinikowski

Location: Department of Mathematics and Computer Science

PROGRAM DESCRIPTION

The program of study in Mathematics Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Mathematics Education program is one of 12 teacher education programs offered at UNCP. Mathematics Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Mathematics Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The Mathematics Education program recognizes that teaching mathematics is a complex endeavor. Pre-service teachers of mathematics need to be involved in developing their knowledge, skills, understandings, and dispositions to teach mathematics to diverse learners. The goal of the Mathematics Education program is to prepare effective and professional mathematics teachers who are ready to make positive contributions to the mathematical development of middle and high school students in diverse settings. To accomplish this goal, the Mathematics Education program will

1. provide students with a solid foundation and understanding of mathematics.
2. enable students to appreciate both the aesthetic and practical aspects of mathematics.
3. provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. provide students with current theories regarding the psychological development of the learner and an understanding of human dynamics found in the home, the school, and the community.

5. demonstrate methods of evaluating student learning, textbooks, the curriculum, educational techniques, and the educational process as a whole.
6. prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meeting and in-service programs.

The specific objectives supporting each goal are described fully in the Teacher Education Student Handbook.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	45
Specialty Area	42
MAT 2210 Calculus I*	
MAT 2220 Calculus II	
MAT 2300 Introduction to Advanced Mathematics	
MAT 2600 Connections in Mathematics I	
MAT 3150 Linear Algebra I	
MAT 3250 Algebra I	
MAT 3280 Probability and Statistics I	
MAT 3310 Calculus III	
MAT 3600 Connections in Mathematics II	
MAT 4110 College Geometry	
MAT 4310 Real Analysis I	
MAT 4020 A Historical Development of Mathematics	
MAT 4600 Connections in Mathematics III	
CSC 2020 Microcomputer Programming	
3 additional hours in advanced mathematics	
Professional Studies	15
EDN 3020 Foundations of Education	
EDN 3120 Early Adolescent through Young Adult Development	
EDN 3500 Educational Psychology	
EDN 4190 Content Area Literacy in Middle & Secondary Schools	
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students	
Content Pedagogy	22
MAT 2500 Introduction to Teaching Mathematics in Middle Grades and Secondary Schools	
MAT 3500 Teaching Mathematics with Technology	
CSC 4050 Current Topics in Computers in Education	
MAT 4000 Methods of Teaching Mathematics in Middle Grades and Secondary Schools	
MAT 4490 Internship in Mathematics in the Secondary School	
MAT 4750 Professional Seminar in Secondary Mathematics	
General Electives	3
	Total: 127

*Prospective Mathematics Education majors should start with MAT 1090 as their General Ed. course in mathematics. MAT 1070 & 1080 or MAT 2210 may be used in place of MAT 1090. If MAT 2210 is used for General Ed., an additional advanced mathematics course (3000 or above) is required.

BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION (6-9)

Coordinator: TBA

Location: Department of Professional Studies and Middle Grades

PROGRAM DESCRIPTION

The program of study in Middle Grades Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Middle Grades Education program is one of 12 teacher education programs offered at UNCP. Middle Grades Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Middle Grades Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The purpose of the Middle Grades Education program is to prepare teachers who are knowledgeable about and committed to an education for young adolescents that is developmentally responsive, socially equitable, and academically challenging. Within this framework, the prospective teacher will

1. understand the theoretical base, research, and exemplary practices of middle level education;
2. understand the history and philosophy of middle level education and theories about its future development, including organizational components and assessment and evaluation in the middle school setting;
3. possess content expertise and curriculum integration in two fields of teaching appropriate to the middle school;
4. integrate technology into the middle school classroom;
5. understand and appreciate learners from different racial, ethnic, social, cultural, and linguistic groups and meet the needs of a broad range of learning styles of middle school students;
6. be reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community).

The specific goals and objectives for Middle Grades Education candidates are delineated in the Teacher Education Program Student Handbook.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area (Select one)	
Specialty Area One—Language Arts and Social Studies	48-57
Language Arts Specialty Area (24 hours)	
ENG 3040 Principles of Literary Study	
ENG 3460 Aspects of the English Language	
ENG 3710 English Grammar	

Specialty Area One—Language Arts and Social Studies (cont.)
- One of the following survey courses: ENG 2050, 2230, or 2470
- One of the following survey courses: ENG 2060, 2240, or 2480
- Three of the following literature courses: ENG 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3420, 3430, 3440, 3540, 3560, 3660, 3670, 3680, or ENGS 33xx; or 2 literature courses from the previous list plus SPE 2000 or SPE 2010 or SPE 3580 or THE 2010

Social Studies Specialty Area (24 hours)
- HST 3170 History of North Carolina
- Three courses (9 hours) at 3000 level or higher, preferably one in European history, one in Asian/African/Latin American history, and one additional upper-level history course
- The following four survey courses*: HST 1010, 1020, 1140, and 1150
- Two courses from the following*: ECN 1000, 2020, or 2030; PSPA 1000 or 1010; GGY 1010, 1020, 1150, or 2000; SOC 1050

Content Pedagogy (9 hours)
- EED 3840 Literature & Reading for Adolescents (6-12): Methods and Materials (spring only)
- EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)
- SSE 3650 Content and Techniques of Social Studies

Specialty Area Two—Mathematics and Science 49-61

Mathematics Specialty Area (25 hours)
- MAT 1070 College Algebra*
- MAT 1080 Plane Trigonometry*
- MAT 2100 Introduction to Statistics* **or** MAT 3280 Probability & Statistics I
- MAT 2110 Survey of Geometry **or** MAT 4110 College Geometry
- MAT 2150 Calculus with Applications* **or** MAT 2210 Calculus I
- MAT 2300 Introduction to Advanced Mathematics
- MAT 3150 Linear Algebra I
- MAT 4020 A Historical Development of Mathematics **or** MAT 4150 Theory of Numbers

Science Specialty Area (24 hours)
- PHS 1100*, 1080 and 1090 Physical Science I and Lab I and Lab II
- BIO 1000* Principles of Biology and BIOL 1000 Lab Investigation in Biology
- BIO 1030* Basic Human Biology
- BIO 3040 Principles of Ecology
- GLY 1150* Earth Science and GLYL 1150 Lab
- GLY 1250* Earth History and GLYL 1250 Lab

Content Pedagogy (11 hours)
- MAT 2500 Introduction to Teaching Mathematics in Middle Grades and Secondary Schools
- MAT 4000 Methods of Teaching Mathematics in Middle Grades and Secondary Schools (EDN 4000)

Specialty Area Two—Mathematics and Science (cont.)	
SCE 3000 Early Experiences for Prospective Science Teachers	
SCE 3010 Early Laboratory Experiences for Prospective Science Teachers	
SCE 3500 The Teaching of Science in the Middle Grades	
Professional Studies	15
EDN 3020 Foundation of Education	
EDN 3120 Early Adolescent through Young Adult Development	
EDN 3500 Educational Psychology	
EDN 4190 Content Area Literacy in Middle & Secondary Schools	
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Student	
Content Pedagogy Middle Grades Education	18
EDN 4050 Foundations and Curriculum Development for Middle Grades	
CSC 4050 Current Topics in Computers in Education	
EDN 4560 Internship in the Middle Grades	
EDN 4760 Instructional Approaches to Middle School Gradess	
General Electives	3
All Middle Grades Education Subtotal:	81
Specialty Area One Subtotal:	48-57
Specialty Area Two Subtotal:	49-61
Middle Grades Program Total:	128

*It is important to note that some course work in General Education overlaps with the teaching specialty area requirements.

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: Gary Wright

Location: Department of Music

PROGRAM DESCRIPTION

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Music Education program is one of 12 teacher education programs offered at UNCP. Music Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Music Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts

to enrich the cultural life of the university and the community. Specifically, students majoring in Music Education will

1. a) demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills;
2. demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;
3. demonstrate the ability to create (compose and improvise) derivative or original music;
4. demonstrate knowledge of music history and literature of both Western and non-Western origin;
5. demonstrate a knowledge of current music technology;
6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);
7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and
8. demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(39)*
Specialty Area—Select one Emphasis (*6 semester hours may count toward General Ed)	51

Vocal Emphasis:

MUS 1000, 1010, 2000, 2010, 3000, 3010, 4010 Concert Choir
MUS 1810 Class Piano I or MUSP 1020 Private Piano
MUS 1820 Class Piano II or MUSP 1030 Private Piano
MUS 2810 Class Piano III or MUSP 2020 Private Piano
MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion, and Strings
MUS 2930[2] World of Music: Classical to the Contemporary Era
MUS 2940[1] World of Music: Antiquity to the Baroque Era
MUS 3970 World of Music: A Global Study
MUS 3290 Conducting
MUS 3300 Rehearsal Strategies
MUS 3340 Orchestration and Arranging
MUS 4040 Senior Recital

Instrumental Emphasis:

MUS 1000 Concert Choir
MUS 1410 or 1160, 1420 or 1170, 2410 or 2160, 2420 or 2170, 3410 or 3160, 3420 or 3170, 4410 or 4160 Concert Band or Orchestra
MUS 1810 Class Piano I or MUSP 1020 Private Piano
MUS 1820 Class Piano II or MUSP 1030 Private Piano

Instrumental Emphasis (cont.):
- MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
- MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion, and Strings
- MUS 2930[2] World of Music: Classical to the Contemporary Era
- MUS 2940[1] World of Music: Antiquity to the Baroque Era
- MUS 3970 World of Music: A Global Study
- MUS 3290 Conducting
- MUS 3300 Rehearsal Strategies
- MUS 3340 Orchestration and Arranging
- MUS 4040 Senior Recital

Keyboard Emphasis (Vocal Orientation):
- MUS 1000, 1010, 2000, 2010 Concert Choir
- MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
- MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion, and Strings
- MUS 2930[2] World of Music: Classical to the Contemporary Era
- MUS 2940[1] World of Music: Antiquity to the Baroque Era
- MUS 3970 World of Music: A Global Study
- MUS 3290 Conducting
- MUS 3300 Rehearsal Strategies
- MUS 3340 Orchestration and Arranging
- MUS 3350, 3360, 4350 Accompanying
- MUS 4040 Senior Recital
- MUS 4250 Piano Pedagogy

Keyboard Emphasis (Instrumental Orientation):
- MUS 1000 Concert Choir
- MUS 1410 or 1160, 1420 or 1170, 2410 or 2160, 2420 or 2170 Concert Band or Orchestra
- MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
- MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion, and Strings
- MUS 2930[2] World of Music: Classical to the Contemporary Era
- MUS 2940[1] World of Music: Antiquity to the Baroque Era
- MUS 3970 World of Music: A Global Study
- MUS 3290 Conducting
- MUS 3300 Rehearsal Strategies
- MUS 3340 Orchestration and Arranging
- MUS 3350, 3360, 4350 Accompanying
- MUS 4040 Senior Recital
- MUS 4250 Piano Pedagogy

All students: Applied Music (MUSP) 14 hours

Professional Studies 15

EDN 3020 Foundations of Education
EDN 3100 Birth through Young Adult Development
EDN 3500 Educational Psychology
EDN 4190 Content Area Literacy in Middle & Secondary Schools
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students

Content Pedagogy 17

MUS 4000 Elementary Music Methods and Materials
MUS 4050 Secondary General and Choral Music Education Methods (Vocal Emphasis and Keyboard Emphasis [Vocal Orientation])
MUS 4200 Secondary Instrumental Music Methods (Instrumental Emphasis and Keyboard Emphasis [Instrumental Orientation])
MUS 4750 Professional Seminar for Pre-Service Teachers
EDN 4490 Internship

Total: 128

[1]MUS 2940 fulfills the Fine Arts requirement in General Education.
[2]MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (K-12)

Coordinator: Tommy Thompson
Location: Department of Health, Physical Education, and Recreation

PROGRAM DESCRIPTION

The program of study in Physical Education consists of five curricular components: freshman seminar and general education, the specialty area, professional studies, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Physical Education program is one of 12 teacher education programs offered at UNCP. Physical Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Physical Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Physical Education program is to enable the prospective physical educator to acquire knowledge of the processes underlying wellness, fitness, health, exercise, and recreation in relationship to educating the physical, mental, and social human. More specifically, the student will

1. learn teaching strategies, curriculum planning, evaluation approaches, and research methods;
2. learn how to meet the individual learning needs of diverse learners, typical or atypical;

3. learn how to adapt the physical education program to the academic, social, and physical developmental needs of diverse K-12 learners;
4. learn the professional literature and how to research that literature;
5. develop affiliations with various professional communities at the local, state, and/or national levels;
6. learn how to select and evaluate curricular materials, select appropriate instructional methods, and use equipment appropriate for different levels and types of physical education instruction.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	45(44)*
Specialty Area	29-30
PED 1380 Rhythms and Dance (meets Gen Ed. Req.)*	
PED 1060 Safety and First Aid	
PED 1090 Healthful Living	
PED 1010 Wellness and Fitness	
PED 2040 Adaptive Physical Education	
PED 2060 Nutrition	
PED 2070 Computer Application in HPER	
PED 3120 PE and Sport in Contemporary Society	
PED 3480 Kinesiology	
PED 3490 Anatomy and Physiology	
PED 4110 Biomechanics	
PED 4120 Exercise Physiology	
PED 4150 Organization and Administration of Physical Education and Athletics	
PED 4240 Tests and Measurement in Physical Education	
2 hours from the following: PED 2000 and/or any coaching course	
Professional Studies	12
EDN 3020 Foundations of Education	
EDN 3100 Birth through Young Adult Development	
EDN 3500 Educational Psychology	
EDN 4190 Content Area Literacy in Middle & Secondary Schools	
Content Pedagogy	18
PED 3160 Physical Education Activities for Grades K-6	
PED 3190 Physical Education Activities for Grades 7-12	
PED 4000 Teaching Physical Education in Grades K-12	
EDN 4490 Internship	
General Electives/Academic or Professional Concentration (overlaps with Gen. Ed. Requirements)	18-25
	Total: 124

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12)

Coordinator: Rachel McBroom

Location: Department of Biology

PROGRAM DESCRIPTION

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates

are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 12 teacher education programs offered at UNCP. Science Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Science Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Science Education program is to prepare competent science teachers committed to the development of scientific literacy in diverse secondary school learners. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own through collaboration with peers, university faculty, and public school partners. The prospective science teacher should possess the following characteristics:

1. an understanding of unifying concepts of science and how this knowledge will enable students to deal with personal and social problems intelligently;
2. an understanding of the nature of science and the historical development of scientific thought;
3. an understanding of the interrelationships between science, mathematics, technology, and society;
4. an understanding of how science contributes to the personal development of diverse individuals;
5. an understanding of developmentally appropriate instructional methods and curriculum of science, to include inquiry-based instruction, assessment techniques, and the integration of technology;
6. the communication skills necessary for effective teaching, as well as, the skills necessary for effective classroom management;
7. an understanding of the role of research in science education;
8. an awareness of the importance of incorporating best practices into science classrooms through lifelong professional development;
9. an awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.
10. the ability to collaborate with colleagues, families, and community members to improve science instruction for all students.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology Concentration:	62
BIO 1000 Principles of Biology & BIOL 1000 Lab Investigation in Biology	
BIO 1010 General Botany	
BIO 1020 General Zoology	

Biology Concentration (cont.):
BIO 3040 Principles of Ecology
BIO 3180 Principles of Genetics
BIO 3710 Cell Biology
BIO 4220 Evolution
MAT 1070 College Algebra
MAT 2150 Calculus with Applications
CHM 1300 & 1100 General Chemistry I and lab
CHM 1310 & 1110 General Chemistry II and lab
CHM 2500 Organic Chemistry I
GLY 1150 Earth Science and GLYL 1150 Lab
GLY 1250 Earth History and GLYL 1250 Lab
PHY 1500 & 1560 College Physics I and lab
PHY 1500 & 1570 College Physics II and lab

Chemistry Concentration: 62
CHM 1300 & 1100 General Chemistry I and lab
CHM 1310 & 1110 General Chemistry II and lab
CHM 2260 Elementary Inorganic Chemistry
CHM 2270 Analytical Chemistry
CHM 2500 Organic Chemistry I
CHM 2510 Organic Chemistry II
CHM 3110 Biochemistry
CHM 3120 Experimental Methods in Biochemistry
MAT 2210 Calculus I
MAT 2220 Calculus II
BIO 1000 Principles of Biology & BIOL 1000 Lab
BIO 1010 General Botany or BIO 1020 General Zoology
GLY 1150 Earth Science and GLYL 1150 Lab
GLY 1250 Earth History and GLYL 1250 Lab
PHY 1500 & 1560 College Physics I and lab
PHY 1510 & 1570 College Physics II and lab
Guided Electives – 2 hours

Earth Science Concentration: 62
GLY 1000 Physical Geology and GLYL 1000 Lab or
GLY 1150 Earth Science and GLYL 1150 Lab
GLY 1250 Earth History and GLYL 1250 Lab
GLY 2260 Oceanography
GLY 2460 Weather and Climate
GLY 2620 Environmental Geology
GLY 3100 Minerals and Rocks
GLY 3250 Paleontology
PHS 1560 Astronomy
select one: GLY 3660 Geomorphology; GLY 4250 Stratigraphy and Sedimentology; GLYS 4xxx Special Topics in Geology
MAT 1090 College Algebra and Trigonometry
CHM 1300 & 1100 General Chemistry I and lab
CHM 1310 & 1110 General Chemistry II and lab
CHM 2500 Organic Chemistry I
BIO 1000 Principles of Biology & BIOL 1000 Lab

Earth Science Concentration (cont.):
BIO 1010 General Botany or BIO 1020 General Zoology
PHY 1500 & 1560 College Physics I and lab
PHY 1510 & 1570 College Physics II and lab
Guided Electives – 1 hour

Physics Concentration: 62
PHY 1500 College Physics I or PHY 2000 University Physics I
PHY 1510 College Physics II or PHY 2010 University Physics II
PHY 1560 College Physics Lab I or PHY 2060 University Physics Lab I
PHY 1570 College Physics Lab II or PHY 2070 University Physics Lab II
PHY 2180 Optics
PHY 2560 Modern Physics
PHY 3000 Classical Mechanics
PHY 3200 Electricity
PHY 3260 Heat and Temperature
PHY 4000 Quantum Mechanics
Guided Electives – 2 hours
MAT 2210 Calculus I
MAT 2220 Calculus II
MAT 3320 Differential Equations
BIO 1000 Principles of Biology & BIOL 1000 Lab
GLY 1150 Earth Science and GLYL 1150 Lab
BIO 1010 General Botany or BIO 1020 General Zoology
CHM 1300 & 1100 General Chemistry I and lab
CHM 1310 & 1110 General Chemistry II and lab
PHS 1560 Astronomy

Professional Studies 13
EDN 3020 Foundations of Education
EDN 3120 Early Adolescent through Young Adult Development
EDN 3500 Educational Psychology
EDN 4190 Content Area Literacy in Middle & Secondary Schools
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students

Content Pedagogy 18
SCE 3000 Early Experiences for Prospective Teachers
SCE 3010 Early Laboratory Experiences for Prospective Science Teachers
SCE 4000 Teaching Science in the Secondary School
CSC 4050 Current Topics in Computers in Education
SCE 4490 Internship in Science in Secondary Schools

General Electives (as taken within area of concentration above) 0

Total with Biology, Chemistry, Earth Science, or Physics Concentration: 128

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12)

Coordinator: Jeffrey K. Lucas

Location: Department of History

PROGRAM DESCRIPTION

The program of study in Social Studies Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Social Studies Education program is one of 12 teacher education programs offered at UNCP. Social Studies Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Social Studies Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Social Studies Education program is to educate effective, professional social studies teachers who have a solid foundation in the liberal arts; an academic major in history and a strong concentration in the social sciences; and the skills and attitudes essential for preparing middle grades and secondary school students for responsible citizenship in a multicultural, democratic society and an interdependent world. Teaching social studies, which includes "the entirety of human experience," requires that students

1. know the major periods of United States, North Carolina, World, European, African, Asian, and Latin American history and identify the basic political, social, economic, cultural, and geographical themes of each period;
2. recognize the influence of each civilization upon the world and acknowledge the European heritage of significant United States institutions;
3. situate significant current events within an historical framework and recognize their interrelatedness;
4. understand the nature, content, and concepts of the social science disciplines (Anthropology, Economics, Geography, Political Science, and Sociology) and apply social science concepts to the study of individuals, societies, and institutions;
5. develop constructive attitudes toward diversity, pluralism, change, conflict, and uncertainty;
6. understand the historical and contemporary place of Social Studies in public education, with particular attention to the current North Carolina Social Studies curriculum, and become familiar with recent trends and their significance for social studies educators;
7. formulate appropriate objectives and utilize a variety of effective instructional strategies, resources, and assessment techniques which are designed to develop the skills of inquiry, decision-making, problem solving, and critical thinking;
8. develop classroom management skills consistent with current professional standards, respect for all individuals, fairness, and a positive classroom climate;
9. exhibit a working knowledge of instructional technology and the ability to integrate appropriate

Computer Based Instructional resources and strategies into social studies instruction;

10. complete a sequenced program of field experiences and professional activities that develop a respect for the profession, a sense of individual competence, and an appreciation for continual reflective practice, collaboration, and professional development.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	46(28)*
Specialty Area (*18 semester hours of Social Sciences and History may also count toward General Ed)	60
HST 1010 American Civilizations to 1877	
HST 1020 American Civilizations since 1877	
HST 1140 World Civilizations to 1500	
HST 1150 World Civilizations since 1500	
HSTS 4xxx Topics in History or HST 4510 Senior Seminar	
United States & Canadian History - 6 hours	
HST 3170 North Carolina History	
Asian, African & Latin American History – 6 hours	
European History – 6 hours	
ECN 2020 Principles of Microeconomics	
ECN 2030 Principles of Macroeconomics	
SOC 2090 Social Problems or PSY 1010 Introductory Psychology	
SOC 1050 Introduction to Cultural Anthropology	
GGY 1010 Principles of Geography, or GGY 1020 World Regional Geography, or GGY 2000 Cultural Geography	
PSPA 1010 Introduction to American National Government	
Social Science Guided Electives – 6 hours	
Professional Studies	15
EDN 3020 Foundations of Education	
EDN 3120 Early Adolescent through Young Adult Development	
EDN 3500 Educational Psychology	
EDN 4190 Content Area Literacy in Middle & Secondary Schools	
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students	
Content Pedagogy	18
SSE 3000 Introduction to Teaching Social Studies	
SSE 3650 Content and Techniques of Social Studies	
SSE 4000 Methods of Teaching Social Studies	
SSE 4480 Internship in Social Studies in the Secondary School	
General Electives	7
	Total: 128

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Lawrence Schultz

Location: Department of Professional Education Programs

PROGRAM DESCRIPTION

The programs of study in Special Education consist of five curricular components: freshman seminar and general education, the specialty area, professional studies, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Special Education program in General Curriculum is one of 12 teacher education programs offered at UNCP. Special Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Special Education programs are accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Special Education Program is to prepare effective and qualified professionals that provide research-validated instruction and behavior supports to maintain at grade level students with disabilities who are enrolled in the North Carolina Standard Course of Study. The following are the objectives for the undergraduate Special Education Program.

The effective and qualified pre-service special educator

1. acquires basic skills, knowledge, and attitudes in a wide variety of disciplines including the arts and the humanities, natural sciences and mathematics, and the social sciences.
2. develops the ability to analyze.
3. experiences a interdisciplinary curriculum which emphasized the interrelationship of the culture, research and practices deemed appropriate and necessary in educational and social settings.
4. completes an Academic or Professional Concentration (Reading is suggested) of sufficient depth and breadth to complement and strengthen their overall program of studies and area of specialization.
5. acquires knowledge and understanding of human growth and development; foundations of education; the purpose, organization, and administration of the schools; the teaching-learning process; positive behavior supports; collaboration with general education teachers; curriculum; and methodology.
6. demonstrates necessary competencies through systematic field experiences at both the elementary and secondary level, and a culminating and comprehensive student teaching internship.
7. develops a broad background in the various categories of exceptional, diverse, and at-risk students, and demonstrates special skills in teaching students with mild disabilities across various content areas and ages; and in various settings.
8. demonstrates appropriate communication skills and a professional attitude for collaboration with parents, school personnel, and other related professionals.
9. demonstrates a diagnostic-prescriptive orientation toward instruction and behavior intervention, and is able to offer intensive and explicit individual and small group instruction.
10. provides leadership in implementing special education procedures and policies.

11. experiences, through personal investigation and growth, increased self-actualization, and in turn, foster self-worth and confidence through positive interaction with learners who have mild disabilities.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area	16
SED 3100 Introduction to Mental Retardation	
SED 3300 Students with Behavioral-Emotional Disabilities	
SED 3400 Children with Learning Disabilities	
SED 3410 Strategies of Instruction for Students with Mild Disabilities	
SED 4050 Adapting Technology for Students with Special Needs	
SED 4900 Discipline and Classroom Management	
Professional Studies	15
EDN 3020 Foundations of Education	
EDN 3500 Educational Psychology	
EDN 3100 Birth through Young Adult Development	
EDN 4090 Early Literacy: Learning to Read in the Elementary School	
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students	
Content Pedagogy	27
SED 3030 Special Education Curriculum for Students with Mild Disabilities	
SED 4020 Special Education Assessment for Students with Mild Disabilities	
SED 4720 Techniques, Materials and Resources in Special Education for Students with Mild Disabilities	
EDN 4250 Classroom Diagnosis of Reading Difficulties	
EDN 4720 Diagnostic and Remedial Mathematics Methods	
SED 4490 Internship	
SED 4750 Professional Seminar for Pre-Service Special Education Teachers	
General Electives/Academic or Professional Concentration	25
	Total: 128

ACADEMICALLY AND INTELLECTUALLY GIFTED (AIG) EDUCATION ADD-ON LICENSURE*

Coordinator: TBA

Location: Department of Professional Education Programs

This program is designed to lead to North Carolina add-on licensure in Education of the Academically or Intellectually Gifted (AIG), K-12. This add-on licensure program requires 12 semester hours (180 hours) of study beyond licensure in an academic content area or grade level. The required courses for the AIG Licensure program at UNCP will be taught either as fully online courses or as hybrid courses with a majority of online class sessions. Upon completion of the program, students can add this area to either the Standard Professional I or "M" license.

Course Requirements	Sem. Hrs.
SED 3050 Introduction to Gifted Education	
SED 4060 Differentiating Instruction for the Gifted	
SED 4830 Methods and Models of Gifted Education	
SED 4840 Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students	
	Total: 12

*Pending approval from the NC Department of Public Instruction and the University of North Carolina General Administration.

PROFESSIONAL EDUCATION PROGRAMS

Chair: Karen Stanley

Rebecca Berdeau	Swannee Dickson	Susan Gebhard
Emily R. Long	Judith Losh	Irina Paraschiv
Frankie Denise Powell	Lawrence Schultz	Debra Thompson

The Department of Professional Education Programs offers the Bachelor of Science degree in Birth-Kindergarten Education, Elementary Education, and Special Education.

Undergraduate programs in the School of Education prepare committed, collaborative, and competent professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession. All professional programs for the preparation of educators at the baccalaureate and master's level are accredited by the National Council for Accreditation of Teacher Education (NCATE), the North Carolina State Board of Education, and the Southern Association of Colleges and Schools.

The School of Education recommends licensure for undergraduate candidates in Birth to Kindergarten Education, Elementary Education, Middle Grades Education, and Special Education.

The School of Education offers a well-articulated series of courses in educational theory and practice. Faculty provide students with careful advising and supervision as they progress through their program of study.

BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)

Coordinator: Karen Stanley

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Swannee Dickson

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Lawrence Schultz

Program Descriptions, Standards, Goals and Objectives, and Course Requirements are found in the Teacher Education Program section under the heading Undergraduate Licensure Programs.

PROFESSIONAL CONCENTRATIONS

For students seeking a baccalaureate degree in Elementary Education, Physical Education, or Special Education, an academic/professional concentration is required. Although the Board of Governors dropped the academic concentration for Special Education majors, the UNCP Teacher Education Program continues to require an academic concentration for degree seekers in this major. Areas of concentration are offered through the School of Education and through academic departments in the College of Arts and Sciences. The School of Education offers professional concentrations in Reading and Special Education.

PROFESSIONAL CONCENTRATION – Reading (18 hours)

Requirements for a Professional Concentration in Reading	Sem. Hrs.
Foundations: Choose 1	3
(Select the course not required in licensure program.)	
EDN 4080 Language and Literacy in the Early Years	
EDN 4090 Early Literacy: Learning to Read in the Elementary School	

Evaluation, Intervention, and Diagnosis (all required) 9
- EDN 4250 Classroom Diagnosis of Reading Difficulty
- SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students
- EDN 4510 Practicum in the Diagnosis of and Prescription for Corrective and Remedial Reading

Content: Choose 1 3
- EDN 4100 Content Area Literacy in the Elementary School
- EDN 4190 Content Area Literacy in Middle and Secondary Schools

Literacy and Literature: Choose 1 3
- EDN 2400 Teaching with Children's Literature
- EED 3840 Literature and Reading for Adolescents

Total: 18

NOTE: The 4000-level courses in the concentration require admission to the Teacher Education Program. If a student seeks "Highly Qualified" status, he/she can choose 6 additional hours from the following elective choices: ENG 3460, 3710, 4810, 4830, or 4850

PROFESSIONAL CONCENTRATION – Special Education (18 hours)

Requirements for a Professional Concentration in Special Education Sem. Hrs.

Required courses:
- SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students
- SED 3030 Special Education Curriculum for Students with Mild Disabilities
- SED 3410 Strategies of Instruction for Students with Mild Disabilities
- SED 4020 Special Education Assessment for Students with Mild Disabilities
- SED 4720 Techniques, Materials, and Resources in Special Education for Students with Mild Disabilities
- SED 4900 Discipline and Classroom Management

Total: 18

NOTE: The 4000-level courses in the concentration require admission to the Teacher Education Program.

COURSES

BIRTH TO KINDERGARTEN (ECE)

ECE 3010. Introduction to Early Childhood Education Programs and Practices

This course is designed as an introduction to inclusive education programs for young children, birth-five years. Current theories of child development, historical programs, professional practices and trends in the field will be discussed. Diversity and the influence of development in the context of family and community will be addressed. Fall, Spring. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3150. Guiding Children, Birth - Five Years

This course provides students with knowledge of research and best practices from early childhood, early childhood special education and child development in guiding children toward healthy social and emotional growth in educational settings. Diversity in contexts of development, abilities, language and ethnic backgrounds will be considered by students as they construct environments and strategies to nurture growth of all young children. Field experiences allow students to refine and reflect upon their beliefs and practices. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3200. Curriculum and Environments in Infant/Toddler Programs
A course designed for the study of the developmental needs of infants and toddlers as related to group care situations, curriculum decisions, and the design of early learning environments. Emphasis is placed on family involvement as well as caregiver roles and current curriculum issues. Fall, Spring. Credit: 3 semester hours. PREREQ: EDN 3060, must have no less than a 2.0 overall QPA.

ECE 3210. Curriculum and Environments in Preschool Programs, 3-5 years
To provide assistance to pre-service early childhood teachers and service providers, in the planning, implementation, and evaluation of developmentally appropriate curriculum and environments for children, ages three to five. Fall, Spring. Credit: 3 semester hours. PREREQ: EDN 3060, must have no less than a 2.0 overall QPA.

ECE 3400. Creative Experiences in the Early Years
This course will focus on theory and skills relative to holistic development of young children, birth – five years The creative process will be discussed in the context of integrated curricula, with emphasis on art, music, movement and dramatic play. Students will gain knowledge of developmentally appropriate materials, environments and methods which nurture typically and atypically developing young children in the creative process. Spring. Credit: 3 semester hours. PREREQ: EDN 3060, must have no less than a 2.0 overall QPA.

ECE 3600. Parent and Child Advocacy/Networking
This course will focus on collaboration and networking between families, schools, and service agencies in the community. A review of current community, state and national resources will be provided. Students will develop competencies in communication and collaboration skills' developing interagency networks, team building and professional development. Fall, Spring. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3900. Practicum in Child Study, Birth-Five
This course is designed as an extensive field experience that will allow students to utilize a variety of methods to observe, record and analyze developmental growth in young children with and without disabilities. Emphasis will be placed on the following domains: physical, social, emotional, cognitive, and communication. Students will use data to develop appropriate learning experiences for individual children and reflect on their interaction. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to the Teacher Education Program

ECE 4000. Developmental Assessment for Young Children
This course begins with a study in all aspects of typical and atypical development children ages birth through five. The course also provides diagnostic skills preparation in sufficient depth to develop competencies in screening and developmental assessment. Students will become knowledgeable in assessment tools and techniques appropriate for assessing the young child and planning appropriate programs to meet individual needs of all young children. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

ECE 4200. Administration of Early Childhood Programs
This course is designed to prepare the early childhood program administrator for a variety of settings, both public and private. Attention will be given to program planning, personnel supervision, assessment of facility and equipment needs, appropriate program and financial management and assessment, and state regulations which govern programs for young children. Fall. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 4460. Internship in Birth-Kindergarten Programs
This course is designed to provide a semester long full-time internship experience in a public school setting and relevant agency or early childhood program placements. Intensive field experience is an opportunity to work with children and families in home, school, and community settings. Fall,

Spring. Credit: 9 semester hours. COREQ: ECE 4750. PREREQ: Admission to the Professional Semester.

ECE 4500. Practicum for Professionals in Pre-Kindergarten Settings

This course is designed to assist practicing pre-kindergarten teachers without BK licensure as they develop and refine the skills necessary to apply successful instructional practices in an early childhood classroom setting. Emphasis will be placed on understanding the role of the practitioner and implementation of developmentally and individually appropriate practices with pre-kindergarteners. Students will reflect upon current theory and research as they integrate and develop professional skills. Fall, Spring, Credit, 3 semester hours. PREREQ: Admission to the Professional Semester and completion of all coursework in the student's Individual Education Plan.

ECE 4750. Professional Seminar for Pre-service Birth-Kindergarten Teachers

Seminar designed to parallel the full semester internship experience. Emphasis is on helping these on-site pre-service teachers understand the purpose, organization, and administration of various service delivery sites; and the role of a Birth-Kindergarten practitioner. Students continually review and reflect on elements of the total service delivery process in early childhood education and the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and home/school/community collaboration. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to the Professional Semester. COREQ: ECE 4460.

EDUCATION (EDN)

EDN 1020. Language Skills in Teaching Reading

A study designed for helping prospective elementary teachers improve their power in the use of language skills in the teaching of reading. As Announced. Credit, 3 semester hours.

EDN 1040. College Reading

This course is designed to foster effective and efficient reading. Vocabulary, comprehension, and strategies for reading college texts are addressed. (Will not count toward graduation requirements). Open to all students. Fall, Spring. Credit, 3 semester hours.

EDN 2310. Race, Culture, and the Lumbee Experience (AIS 2310)

This course will examine and explore the fundamental psychosocial elements that constitute race, prejudice, and discrimination using Lumbee ethnicity as the model for examination. As announced. Credit, 3 semester hours.

EDN 2400. Teaching with Children's Literature

The study and integration of literature, encompassing PK-6, either expressly written for children or given to children, including folklore, poetry, fantasy, modern realistic fiction, biography, historical fiction, multicultural, international, and informational books. Fall. Credit, 3 semester hours.

EDN 3010. Early Childhood Curriculum

A study of curriculum emphasizing the interrelationships between content, method, and child development. Required of all early childhood majors. (Must be taken prior to teaching internship.) As Announced. Credit, 3 semester hours. PREREQ: EDN 3020.

EDN 3020. Foundations of Education

This course provides students with knowledge of the philosophical, historical, sociological, legal, financial, and structural foundations of education and with opportunities to analyze contemporary issues, problems, and trends in the field of education. As students develop their professional knowledge base, they begin to construct their own conceptual frameworks for teaching and learning. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. A field experience is required. Fall, Spring. Credit, 3 semester hours. PREREQ: Must have completed at least 30 semester hours of college/university work and have no less than a 2.0 overall QPA.

EDN 3040. Curriculum in the Elementary School
A study of curriculum with emphasis focused on the interrelationships between content, method, child development, and planning in implementing developmentally appropriate elementary programs. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program or EDN 3020 and EDN 3070.

EDN 3060. Psychology of Early Childhood
In this course, pre-service teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the young child as learner. During a required field experience, the pre-service teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3070. Middle Childhood Development
In this course, pre-service teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the elementary-aged child as learner. During a required field experience, the pre-service teacher validates through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3100. Birth Through Young Adult Development
In this course, pre-service teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the birth through young adult as learner. During a required field experience, the pre-service teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3110. Foundations of Elementary Curriculum
A study of elementary school curricula with emphasis on the history of curricula in the United States, influences on curriculum, theorists and models, curriculum development, organizational patterns and North Carolina's Standard Course of Study. Prerequisites; EDN 3020 and EDN 3070 or Admission to the Teacher Education Program; must have no less than a 2.0 overall QPA. Fall, Spring. Credit, 1 semester hour.

EDN 3120. Early Adolescent through Young Adult Development
A study of social, emotional, physical, moral and cognitive development of the adolescent; course provides a brief overview of human lifespan development with primary course emphasis on scientific research and theory concerning the adolescent as learner. Course meets human development requirement for middle grades and secondary education majors. A field experience is required. Fall, Spring. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3270. Integrating Technology into the Elementary Classroom
A study of the NC Computer/Technology Skills curriculum with emphasis on developing strategies and materials to integrate technology into K-6 subject areas. Students will use multimedia applications and the Internet to design instructional activities that correlate with the North Carolina Standard Course of Study and the National Education Technology Standards for Teachers. Spring. Credit: 2 semester hours.

EDN 3500. Educational Psychology
This course focuses on the analysis of scientific theory, research, methodology, and the application of those principles and practices to learning communities. A required field experience enables pre-service teachers to examine the theoretical principles in clinical settings. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4000. Methods of Teaching in the Secondary School (EED 4000, MAT 4000, SCE 4000, SSE 4000)
Purposes, methods, materials, and evaluation procedures in the subject or area indicated; directed observation in the public schools; preparation of teaching plans and materials: (a) social studies, (b) mathematics, (c) science, (d) English. Accelerated. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 4050. Foundations and Curriculum Development for Middle Grades
An introduction to the foundational principles and rationale of the middle school. Study of trends, current issues, and the design, implementation, and evaluation of curriculum for the middle grades. Fall, Spring. Credit, 3 semester hours. PREREQ: EDN 3090 and 3120 and admission to Teacher Education Program.

EDN 4080. Language and Literacy in the Early Years
A critical review of theories and practices related to speech and language development and emerging literacy. Emphasis will be given to practical application of theories to the early childhood setting. Topics include: stages of language development, languages and dialectical differences, language acquisition, speech disorders, fostering language development, and best practices for facilitating emerging literacy. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4090. Early Literacy: Learning to Read in the Elementary School
A study of thinking and language development, early literacy, and developmentally appropriate environments and instructional strategies for reading development. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4100. Content Area Literacy in the Elementary School
In this course, pre-service teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables elementary majors and special education majors to assess the efficacy of their plans in the clinical setting through critical self-reflection. Field experience required. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program and EDN 4090.

EDN 4180. Measurement and Evaluation in Public Schools
A study of current educational measurement. Includes the use and construction of standardized mental and achievement tests, and of informal, teacher-made tests. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4190. Content Area Literacy in Middle and Secondary Schools
In this course, pre-service teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables pre-service teachers in middle grades, secondary, and special subject areas to assess the efficacy of their plans in the clinical setting through critical self-reflection. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4210. Teaching Language Arts in the Elementary School
A study of language acquisition and development theory as it relates to the teaching of language arts (listening, reading, writing and viewing) in the elementary grades (K-6) with emphasis on children's literature and creative dramatics. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4230. Research in Elementary Education
An introduction to research, designed to allow student investigation and report of a problem in elementary education with the approval and guidance of the instructor. As Announced. Credit, 1-6 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4250. Classroom Diagnosis of Reading Difficulties
Methods and materials used in the diagnosis and remediation of reading difficulties. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4260A, 4260B. Design and Implementation of Developmentally Appropriate Preschool Programs
To provide assistance to pre-service teachers, child care workers, Head Start teachers, preschool teachers, early childhood and special education teachers in the planning, implementation, and evaluation of developmentally appropriate programs for children, ages birth to five. Pass/Fail grading. As Announced. Credit, 3-6 semester hours. (3 Hours may be repeated once for total of 6 semester hours credit.)

EDN 4300. Including Students with Special Needs
In this course, the pre-service teacher studies the theories and practices related to the successful integration of individuals with special needs (birth - 12th grade) into appropriate community programs and educational settings. Designed to integrate theory and practice; a case study project is required. Fall, Spring. Credit, 1 semester hour. PREREQ: Admission to Teacher Education.

EDN 4330. Research in Secondary Education
An introduction to research designed to allow student investigation and report of a problem in secondary education with the approval and guidance of the instructor. As Announced. Credit, 1-6 semester hours.

EDN 4340. Problems in Contemporary Education
Designed for individual study of trends, practices, and instructional materials related to current problems in education. As Announced. Credit, 1-3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4460. Internship in the Elementary School (K-6)
Provides a semester long full-time internship experience in both early childhood and intermediate levels in an off-campus public school setting. Pass/Fail grading. Fall, Spring. Credit, 9 semester hrs. PREREQ: Admission to the Professional Semester

EDN 4480. Internship in the Secondary School
Provides continuous full-time internship experiences in an off-campus public school in the subject area for which the candidate is preparing to teach. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours. PREREQ: Admission to the Professional Semester

EDN 4490. Internship (Full-Semester)
Provides continuous full-time, full-semester teaching experience in off-campus public school settings in the subject area in which the candidate seeks licensure. Includes placement at two levels (elementary, middle, secondary) for K-12 licensure areas. Pass/Fail grading. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

EDN 4510. Practicum in the Diagnosis of and Prescription for Corrective and Remedial Reading
This course has students apply the knowledge and skills from EDN 4250. Students will study the causes of reading difficulties, applied instruction in the administration and interpretation of tests, and use case histories in the analysis of data. There will be a practical experience in a classroom setting. Small group and individual student diagnosis and remediation are employed through a 20 hr. practicum. Spring. Credit, 3 semester hours. PREREQ: EDN 4250.

EDN 4530. Teaching Social Studies in the Elementary School
Designed to provide the prospective and/or in-service teacher with the opportunity to gain proficiency in analyzing social studies content and evaluating materials, trends and issues in the elementary

school. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: General Education requirements in history and Admission to Teacher Education Program.

EDN 4550. Teaching Science and Health in the Elementary School
Designed to assist prospective and/or in-service teachers in developing competencies for teaching elementary school science and health. Special emphasis will be placed on the content, methods, and curriculum appropriate for teaching science and health education in grades K-6. Field experience required. Fall, Spring. Credit: 3 semester hours. PREREQ: General Education requirements in science and Admission to Teacher Education Program.

EDN 4560. Internship in the Middle Grades
Provides continuous full-time internship experiences in an off-campus school at the middle grades level. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

EDN 4630. Teaching of Mathematics in the Elementary School
A laboratory-type course designed to help students further develop their understanding of mathematics content and processes while learning to focus on how children learn mathematics and to design and/or implement developmentally appropriate methodology for the teaching of mathematics in the elementary school. A tutorial field experience is required. (Must be taken prior to internship.) Fall, Spring. Credit, 3 semester hours. PREREQ: General Education requirement in mathematics and Admission to Teacher Education Program.

EDN 4650. Equitable Assessment in Democratic Classrooms
Students learn how to create and manage democratic classroom environments in which diverse learners are treated equitably. Emphasis is on aligning assessment practices and procedures with democratic principles. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4670. Practicum: Pre-School Education
Provides majors and/or non-majors an opportunity to attain experience with very young children in a group setting. Practicum will provide supervised experience in a high quality infant care, day care, nursery school or other approved preschool setting. Fall, Spring. Credit, 3 semester hours.

EDN 4720. Diagnostic and Remedial Mathematics Methods
Students will learn techniques for diagnosis and remediation of mathematical skill problems of children in grades K through 9. Students will also demonstrate competency in using resources and research related to mathematics (in education.) As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4750. Professional Seminar for Pre-Service Teachers in the Elementary School
A seminar designed to parallel the full semester internship experience. Emphasis will be on helping these on-site pre-service teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the elementary teacher. Opportunities will be provided for these pre-service teachers to continuously review the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and the appropriate utilization of human and physical resources in the elementary school. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 4760. Instructional Approaches to Middle School Grades
Stresses the use of innovative teaching strategies and specialized materials and resources in the middle grades, including interdisciplinary team teaching. Faculty representing concentration areas in the middle grades will serve as resource persons. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 4770. Resources for Education of Young Children

Introduces early childhood majors to strategies for utilizing human and physical resources for the education of young children. Emphasis will be placed on: (1) early and continuous involvement of parents or caregiver agencies serving children and families, as well as on community and school support personnel. (2) selection and evaluation of environments, equipment, and materials; and (3) the utilization of state and community resources. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4880. Foundations of Reading Instruction I

This course is designed to familiarize the non-reading teacher with the basic concepts and skills related to the teaching of reading. Emphasis will be given to the organization and management of reading instruction within the classroom. The basic skills of reading growth and their scope and sequence will be developed. Familiarity with reading instructional materials and methods will be attained. Credit, 3 semester hours. *Restriction: May be taken only by those students without any background or current A level licensure in reading, or permission of the instructor.*

EDN 4890. Foundations of Reading Instruction II

This course is a continuation of EDN 4880, Foundations of Reading Instruction I, with emphasis on the characteristics and uses of the most recent materials, methods, and skills for teaching reading. Consideration will be given to the historical bases for contemporary reading issues and trends, and the individuals who have made significant contributions to reading instruction. Credit, 3 semester hours. PREREQ: EDN 4880 or permission of the instructor.

EDNS 4xxx. Special Topics

Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. Credit, 1-3 semester hours. PREREQ: Permission of Instructor.

SPECIAL EDUCATION (SED)

SED 2000. Introduction to Children with Exceptionality

Introduction to the principles, problems, characteristics, and psychological aspects of children who are classified exceptional. Includes the study of children who have mental handicaps; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders; multiple, severe, and physical disorders; as well as talents and gifts. Fall. Credit, 3 semester hours.

SED 2800. Manual Communications I (Sign Language)

Students will learn to finger spell, to use manual communications, and to describe categories of hearing loss. As Announced. Credit, 1 semester hour.

SED 2810. Manual Communications II (Sign Language)

Students will develop a large vocabulary and greater facility with manual communications. As Announced. Credit, 1 semester hour. PREREQ: SED 2800.

SED 2820. Manual Communications III (Sign Language)

The student will continue to develop vocabulary and fluency. Video taping and other means of feedback will be used to enhance the skills of fluency, speed, and accuracy. As Announced. Credit, 1 semester hour. PREREQ: SED 2810.

SED 3000. Introduction to Exceptional, Diverse, and At-Risk Students

Theories and practices related to the successful integration of exceptional, diverse, and at-risk students into appropriate programs and educational settings are explored. Students are introduced to the characteristics, psychological/educational aspects, collaboration, behavioral management, best-practice principles, and current and future challenges of individuals with special needs. Fall, Spring, Credit, 3 semester hours. Field experience required. PREREQ: Must have no less than a 2.0 overall QPA.

SED 3030. Special Education Curriculum for Students with Mild Disabilities
A study of the development of curriculum for students with special needs. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for the individual. Fall. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

SED 3050. Introduction to Gifted Education
An introduction to the education of gifted students, emphasizing historical foundations of gifted education; definitions; federal, state, and local laws and guidelines; characteristics; theories of intelligence; methods of identification; and options for service delivery. Credit, 3 semester hours.

SED 3100. Introduction to Mental Retardation
Study of people with mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence, and educational provisions. Spring. Credit, 3 semester hrs. PREREQ: Must have no less than a 2.0 overall QPA.

SED 3200. Teaching Individuals with Severe Handicaps
Study of people with severe and profound mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence and educational provisions. As Announced. Credit, 3 semester hours.

SED 3220. Curriculum and Environments for Children with Special Needs, Birth-Five
This course gives the student the opportunity to apply knowledge of the young child's development (both typical and atypical) in designing, adapting, and implementing appropriate activities across the curriculum for infants, toddlers, and preschoolers with special needs. Students will develop competencies in methodology, instruction techniques, and the development and implementation of specific curriculum as these relate to early intervention. Fall, Spring. Credit: 3 semester hours. PREREQ: EDN 3060.

SED 3300. Students with Behavioral-Emotional Disabilities
Designed to teach skills in the recognizing, understanding, and developing alternative strategies for remediating emotional handicaps and behavior disorders in the classroom and in the home. As Announced. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

SED 3400. Children with Learning Disabilities
Definition, description, and educational remediation of childhood learning disabilities. Fall. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

SED 3410. Strategies of Instruction for Students with Mild Disabilities
Research-validated instructional and behavioral strategies that facilitate learning across the curriculum are explored. Spring. Credit, 3 semester hours.

SED 3500. Teaching Students with Academic Gifts
An applied course in the education of students with academic gifts. Emphasis is placed upon the psychological aspects of and methods for teaching students with academic gifts and talents. As Announced. Credit, 3 semester hours.

SED 4020. Special Education Assessment for Students with Mild Disabilities
An overview of the assessment process, including basic concepts of measurement, test administration, and interpretation, and the application of assessment information as it relates to special needs learners. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 4050. Adapting Technology for Students with Special Needs
Educational Applications of current technologies for learners with disabilities will be examined. Students will explore topics including selection, modification, and classroom use of technology to accommodate the physical, sensory, communicative, learning, and social limitations associated with disabilities. Credit, 1 semester hour. PREREQ: Admission to Teacher Education Program.

SED 4060. Differentiating Instruction for the Gifted
This course focuses on interdisciplinary approaches to instruction and integrative methods for designing learning experiences for gifted learners. Emphasis is placed on ways to use assessment data to extend basic differentiation of curriculum elements (i.e., content, process, product, and learning environment). PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

SED 4490. Internship in Special Education
Provides continuous full-time full-semester teaching experience in off-campus public school settings in special classes for exceptional children. The categorical assignment will be dependent upon the pre-service teacher's concentration and will include both elementary and secondary placements. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester

SED 4720. Techniques, Materials, and Resources in Special Education for Students with Mild Disabilities
A study of the problems, methods, techniques, and materials used in teaching students with special needs. A diagnostic-prescriptive orientation is used. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 4750. Professional Seminar for Pre-Service Special Education Teachers
A seminar designed to parallel the full semester student teacher experience. Emphasis will be placed on helping these on-site pre-service teachers understand the purpose, organization and administration of schools and school systems as well as the role of the special education teacher. Opportunities will be provided to continually review and reflect on elements of the total instructional process in special education and the application of effective teaching practices. Classroom management and discipline will be presented and subsequently discussed using a reflective case-based problem-solving approach. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

SED 4800. Developmental Assessment of the Preschool Child with Handicaps
This course begins with a study in all aspects of normal development and a survey of all exceptionalities as related to child development and learning. Further, the course will provide preparation in diagnostic skills in sufficient depth to develop competencies in screening and developmental assessment. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 4810. Techniques, Materials, and Resources in Special Education/Preschool Handicapped
This course provides for competencies in methodology, techniques of instruction, development and implementation of specific curriculum as these relate to early intervention of preschool children with handicaps. As Announced. Credit, 3 semester hrs. PREREQ: Admission to Teacher Education Program.

SED 4820. Supporting Families of Preschool Children with Disabilities
This course provides an in-depth study of family dynamics in a home with a disabled preschooler. Effective techniques for supporting families and fostering preschool/home collaboration will be discussed. Community resources and access to services will be reviewed, focusing on the strengths of the child and family. Fall. Credit, 3 semester hrs. PREREQ: Admission to Teacher Education Program.

SED 4830. Methods and Models of Gifted Education
This course focuses on methods and models of instruction for high-ability learners. Special emphasis is placed on effective instructional methods for gifted students, including problem-based learning, project-based learning, independent/self-directed learning, Socratic seminar, critical thinking, and creative problem solving. Credit, 3 semester hours. PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

SED 4840 Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students

This course examines the unique social and emotional needs of children and youth who are gifted, including those from special populations. This course focuses on program design/program evaluation, identification of underserved populations, identification of underachieving gifted learners, and identification of resources for gifted education. Credit, 3 semester hours. PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

SED 4900. Discipline and Classroom Management

School and home applications of discipline techniques will be explored. Topics include consulting with teachers and other professionals, working with parents, and exploring a variety of interpersonal issues in the school environment. Participants will be presented with a variety of models of discipline and encouraged to choose the one(s) most compatible with their personality and goals. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDUCATIONAL MEDIA (EDM)

EDM 3600. Introduction to Graphic Arts

Designed as an introduction to handset and offset printing. Covers the areas of basic press operations, mechanics of type, copy camera operations, darkroom techniques, and plate processing. Pass/Fail grading. As Announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

EDM 3610. Advanced Graphic Arts

A continuation of EDM 3600. Pass/Fail grading. As Announced. Credit, 3 semester hours. PREREQ: EDM 3600 and/or permission of instructor.

EDM 4600. Audio-Visual Materials and Procedures

Principles underlying the selection and use of multimedia materials for instructional purposes. Fall, Spring. Credit, 3 semester hours.

EDM 4610. Advanced Educational Media

Modern communications technology and its place in instruction. Problems of utilization, evaluation of learning materials and research; television, motion pictures, teaching machines, programmed instruction and experimental innovations. As Announced. Credit, 3 semester hours.

EDM 4660. Workshop in Educational Media for Teachers

A workshop designed to acquaint in-service teachers with the role of educational media in the teaching-learning process with the selection and utilization of major types of audio-visual materials. As Announced. Credit, 3 semester hours.

GRADUATE COURSES

For information about courses leading to the Master of Arts in Education (M.A.Ed.), Master of Arts in Teaching (M.A.T.), or Master of School Administration (M.S.A), see School of Graduate Studies.

PROFESSIONAL STUDIES AND MIDDLE GRADES

Chair: Irene Aiken

Alfred Bryant	Valjeaner Ford	Karen Granger
Shannon Hart	Willie McNeill Jr.	David Oxendine
Reginald Oxendine, Jr.	Reginald Oxendine, Sr.	

The Department of Professional Studies and Middle Grades houses the core professional studies faculty and offers the undergraduate and graduate degrees in Middle Grades Education (B.S. and M.A.Ed.).

Undergraduate programs in the School of Education prepare committed, collaborative, and competent professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession. All professional programs for the preparation of educators at the baccalaureate and master's level are accredited by the National Council for Accreditation of Teacher Education (NCATE), the North Carolina State Board of Education, and the Southern Association of Colleges and Schools.

The School of Education recommends licensure for undergraduate candidates in Birth to Kindergarten Education, Elementary Education, Middle Grades Education, and Special Education.

The School of Education offers a well-articulated series of courses in educational theory and practice. Faculty provide students with careful advising and supervision as they progress through their program of study.

BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION (6-9)

Coordinator: TBA

Program Description, Standards, Goals and Objectives, and Course Requirements are found in the Teacher Education Program section under the heading Undergraduate Licensure Programs.

COURSES

EDUCATION (EDN)

See course listings in the Department of Professional Education Programs.

GRADUATE COURSES

For information about courses leading to the Master of Arts in Education (M.A.Ed.) and the Master of Arts in Teaching (M.A.T.) in Middle Grades Education, see School of Graduate Studies.

PROFESSIONAL LEADERSHIP

Chair: Carol Higy

Betty Wells Brown
Zoe Locklear
David Pitner
Donnie Weeks
Heather Kimberly Dial
Larry Mabe
Barbara Scarboro
Charles Jenkins
Olivia Oxendine
Sara Simmons

The Department of Professional Leadership offers graduate degrees in Elementary Education (M.A.Ed.), Professional School Counseling (M.A.Ed.), Reading Education (M.A.Ed.), and School Administration (M.S.A.).

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.) and Master of School Administration (M.S.A.), see School of Graduate Studies.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chair: Tommy Thompson†

Lars Andersson
Jeff Bolles
Kapica Davis
Jamie Gibbs
Steve Johnson
Pat Kenedy
Paul O'Neil
Larry Rodgers
Mike Schaeffer
David Synan
Jason Tinsley
Tim White
Mary Guy Beaver***
Rebecca Cooper
Alayna Dorso-DeFalco
Terry Grier
Beverly Justice
Dan Kenney
Pauline Privitera
Daniel Roose
Pete Shinnick
Caroline Taylor
Sonia Tinsley**
O.C. Williams
Jeff Billington
Danny Davis*
Susan Edkins****
John Haskins
Richard Kacmarynski
Matt Lundin
Shane Richardson
Steve Saulnier
P.J. Smith
Corey Thompson
James Westfall

*Graduate Program Director
**Health Promotion Coordinator
***Recreation Program Coordinator
****Athletic Training Coordinator
†Teacher Education Coordinator

The purposes of the Department of Health, Physical Education and Recreation are: (1) to provide a comprehensive academic program in health, physical education, and recreation for students who plan to pursue one of these fields as a profession; (2) to provide professional preparation for prospective teachers in the area of physical education; (3) to provide a service program which will afford all students the opportunity to learn and participate in a wide range of activities which will benefit them now and in the future; (4) to provide competition for all interested students through a comprehensive program of intramural athletics in both team and individual sports; (5) to provide recreational activities that will enable students and faculty to enjoy their leisure time in a program that will benefit them physically, mentally, and socially; and (6) to educate individuals about risk factors associated with certain lifestyle choices and provide them with the skills to make behavioral changes that will improve their health and the quality of their lives.

BACHELOR OF SCIENCE DEGREES OFFERED

Athletic Training* (CAATE Accredited)
Exercise and Sport Science
Health Promotion
Recreation Management/Administration
Physical Education with Licensure by the State for Teaching in the Public Schools (K-12)

*Details on the Athletic Training Education Program, including admission requirements, technical standards, and program evaluation, are included at the end of this section.

PROFESSIONAL CONCENTRATION OFFERED

Exercise and Sport Science

MINORS OFFERED

Athletic Coaching
Health Promotion
Physical Education
Recreation

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION
EXERCISE AND SPORT SCIENCE

Requirements for a Bachelor of Science Degree in Physical Education: Exercise & Sport Science	Sem. Hrs.
Freshman Seminar	1
General Education Requirements (must include SPE 2000 or 2010)	44
Degree Requirements: ATH 1040; ATH 3070 or HLTH 3770; HLTH 1060, 1090; PED 1010, 2040, 2060, 2070, 3120, 3400, 3480, 3490, 4020, 4110, 4120, 4150, 4240; REC 4250; PED 3320, 3330, 3340, or 3350; any 4 coaching courses	46
Electives	29
	Total: 120

RECREATION MANAGEMENT/ADMINISTRATION

Requirements for a Bachelor of Science Degree in Physical Education: Recreation Management/Administration	Sem. Hrs.
Freshman Seminar	1
General Education Requirements (must include ENV 2100 as Gen Ed Elective)	44
Degree Requirements: PED 1060; 1090; 1380, 2040, 2070, 2300, 3400, 3490 or 4120; REC 3000, 3270, 3320, 4000, 4160, 4250, 4400, & 4500; Aquatic 2-hr Requirement: PED 1340, 3320, 3330, 3340, and/or 3350; Art 3-hr Requirement: must take one 3-hr "ART" course from the following list: ART 1010, 1050, 1090, 1110, 1320, 3050, or 3060 (cannot take ART 2050) Must take seven (7) of the following 1-hr PE courses (not counting the two required above in "Gen Ed") with written permission of the Rec. Coordinator or Dept Chair: PED 1300, 1310, 1320, 1330, 1350, 1360, 1370, 1410, 1450, 1460, 1770, 1790, 1800, 1810, 1820, 1900, 1950, 3500, 3510, 3520, 3530, 3540, 3550, 3560, 3640, or 3660.	49
Electives	26
	Total: 120

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (K-12)

Coordinator: Tommy Thompson

Upon successful completion of the program of study in Physical Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education (should take PED 1380 for Gen. Ed.)	45(44)*
Specialty Area	29
PED 1010, 1060, 1090, 1380 (meet Gen Ed. Req.)*, 2040, 2060, 207, 312, 348, 349, 411, 412, 415, 424	
2 hours from the following: PED 2000 and/or any coaching course.	

Professional Studies	12
EDN 3020, 3100, 3500, 4190	
Content Pedagogy	18
PED 3160, 3190, 4000	
EDN 4490	
General Electives/Academic or Professional Concentration* (overlaps with Gen. Ed. Requirements)	20
Total:	124

*To complete an Academic or Professional Concentration (required by N.C. for all PE licensure majors), students must plan to overlap with General Education courses (6-9 hours).

NOTE: Students who desire teacher licensure in Physical Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ATHLETIC TRAINING

Requirements for a Bachelor of Science Degree in Physical Education: Athletic Training	Sem. Hrs.
Freshman Seminar	1
General Education Requirements (*see specific Gen. Ed. Requirements*)	44
Specific General Education Requirements:	
BIO 1000 or 1030; CHM 1400 and 1120 or 1300 and 1100; MAT 1070	
Other Mandated Requirements:	
MAT 2100	
Department Required Courses:	
ATH 1040, 2000, 2010, 2040, 2050, 3000, 3010, 3040, 3050, 3070, 3100, 4000, 4010, 4050, 4900, 4980	
ATHL 2040, 2050, 3040, 3050	
HLTH 1060, 1090, 2060	68
PED 2070, 3480, 3490, 4110, 4120	
Electives	7
Total:	120

*Details on the Athletic Training Education Program, including admission requirements, technical standards, and program evaluation, are included at the end of this section.

BACHELOR OF SCIENCE IN HEALTH PROMOTION

Requirements for a Bachelor of Science Degree in Health Promotion (also see additional requirements below)	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Major Requirements	42
ATH 1020, 1070; HLTH 1060, 2000, 2060, 3300, 3650, 4100, 4250, 4700, 4900; PED 1010, 2070, 3490, 4110, 4120	
Related Electives	33
AIS 4600; BIO 1030, 2100; SPE 2000, 2010; CSC 1000; HLTH 2250, 3770; HLTS 4xx0; MGT 3060; MKT 3120; PRE 2200, 2700, 3450; PSY 2200, 3160; SOC 2800, 3600, 3730; SWK 2450, 2700	
Total:	120

Additional Requirements in Health Promotion

Students must maintain a cumulative QPA of 2.0 or higher within the General Education requirements and within their major in order to be eligible for their internship. Any student who fails to maintain a QPA of 2.0 will be expected to take additional course work in order to raise their QPA to the minimum level or be dropped from the program.

PROFESSIONAL CONCENTRATION IN EXERCISE AND SPORT SCIENCE

Required: At least 18 hours of any combination of ATH, HLTH, and/or REC prefixed courses that does not duplicate any present Physical Education (K-12) Licensure requirement.

Total: 18

MINORS

Requirements for a Minor in Physical Education

ATH 1020; HLTH 1060; 1090; PED 1340; 2070; 2300; 3120; 3190; 3320; 4150; two (2) 1-hr. coaching courses

Total: 18

Requirements for a Minor in Recreation

REC 3000, 3200, 3320, 4000, 4160, 4250, and 4400

Total: 21

Requirements for a Minor in Health Promotion

PED 1010; HLTH 1090; 2000; 2060; 3300; 3650; 4100; 4700

Total: 18

Requirements for a Minor in Athletic Coaching

ATH 1020; PED 1060; 2300; 3260; 3400; 3480; 3490; 4120; 4150; and four (4) 1-hr. coaching courses

Total: 23

COURSES

ATHLETIC TRAINING (ATH, ATHL)

ATH 1040. Introduction to Athletic Training

An introductory course to the field of athletic training for potential athletic trainers and HPER students; topics include professional development, risk management, pathology of sports injuries, management of athletic injuries, etc. Credit, 3 semester hours. Required for admission to ATEP.

ATH 2000. Clinical Education I

This course is the first in the Clinical Education sequence of courses. It is the cornerstone of the clinical skill acquisition in athletic training. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is risk management and acute care of injuries and illnesses. Credit, 2 semester hours. PREREQ: Admission to the ATEP.

ATH 2010. Clinical Education II

This course is the second in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is assessment of lower extremity injuries. Credit, 3 semester hours. PREREQ: ATH 2000.

ATH 2040. Lower Extremities Assessment

A course in athletic injury evaluation of the major joints of the lower body, the spine, and the abdomen including location of bony and soft tissues landmarks, special tests, assessment techniques, etc. Credit, 3 semester hours.

ATHL 2040. Lower Extremity Assessment Lab
This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for lower extremity assessment. Spring. Credit, 1 semester hour. PREREQ: Enrollment in or credit for ATH 2040.

ATH 2050. Upper Extremities Assessment
A course in athletic injury evaluation of the major joints of the upper body, head, neck and thorax including location of bony and soft tissues landmarks, special tests, assessment techniques, etc. Credit, 3 semester hours.

ATHL 2050. Upper Extremity Assessment Lab
This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for upper extremity assessment. Fall. Credit, 1 semester hour. PREREQ: Enrollment in or credit for ATH 2050.

ATH 3000. Clinical Education III
This course is the third in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is assessment of upper extremity injuries and therapeutic modalities. Credit, 3 semester hours. PREREQ: ATH 2010.

ATH 3010. Clinical Education IV
This course is the fourth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is therapeutic exercise. Credit, 3 semester hours. PREREQ: ATH 3000.

ATH 3040. Therapeutic Modalities
An advanced course designed to cover the physical basis and physiological effects of agents and modalities commonly used in the treatment of athletic injuries; emphasis will be placed on establishing a foundation for selecting a treatment protocol for an injury. Credit, 3 semester hours. PREREQ: Enrollment in or credit for ATHL 3040 and admission to the ATEP.

ATHL 3040. Therapeutic Modalities Lab
This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic modalities. Fall. Credit, 1 semester hour. PREREQ: Enrollment in or credit for ATH 3040.

ATH 3050. Therapeutic Exercise
An advanced course covering the principles of the rehabilitation of athletic injuries from the time of injury until the athlete returns to competition. Credit, 3 semester hours. PREREQ: Enrollment in or credit for ATHL 3050 and admission to the ATEP.

ATHL 3050. Therapeutic Exercise Lab
This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic exercise. Spring. Credit, 1 semester hour. PREREQ: Enrollment in or credit for ATH 3050.

ATH 3070. Pharmacology
This course is designed to give the upper-level student a background in pharmacodynamics and pharmacokinetics and present the student with information necessary to make sound clinical decisions concerning drugs and pharmacology reactions that may arise. Emphasis will be placed on the prescription and over-the-counter drugs commonly used in athletic training. Commonly abused drugs in sport will be discussed as well. Credit, 3 semester hours. PREREQ: PED 3490 or CHM 1400 or CHM 1300 or permission of instructor.

ATH 3100. General Medical Conditions

This course will introduce the student to a system-oriented approach to medical concerns. It will provide the student with the basic information needed to evaluate and respond to medical conditions encountered in the athletic training environment. Fall. Credit, 3 semester hours.

ATH 4000. Clinical Education V

This course is the fifth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is pharmacology and general medical conditions. Credit, 4 semester hours. PREREQ: ATH 3010.

ATH 4010. Clinical Education VI

This course is the culmination of the clinical education series of courses. It requires the student to use critical thinking and problem solving skills to demonstrate clinical proficiency in the twelve domains of athletic training. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is demonstration of learning over time. Credit, 4 semester hours. PREREQ: ATH 4000.

ATH 4050. Organization & Administration of Athletic Training

Designed to provide the advanced athletic training student with organizational skills and an understanding of the management and administrative responsibilities of the certified athletic trainer; also to include resource management, facility design and legal considerations. Credit, 3 semester hours.

ATH 4900. Research Techniques

An analysis of research issues specifically related to the profession of athletic training. Course will address the need for a unique research base, and research will be developed from within the profession to link athletic training skills to underlying theory. Credit, 2 semester hours.

ATH 4980. BOC Preparation

Seminar designed to prepare the senior athletic training student for the entry-level athletic training national certification examination. Credit, 1 semester hour.

HEALTH PROMOTION (HLTH)

HLTH 1060. Safety and First Aid (PED 1060)

A certified-based American Red Cross study of safety, first aid, CPR, and emergency procedures. Eight-week course. Credit, 1 semester hour.

HLTH 1090. Healthful Living (PED 1090)

A study of major and contemporary personal and health promotion topics. Eight-week course. Credit, 1 semester hour.

HLTH 2000. Principles of Health and Fitness Promotion

A generic introduction for students pursuing professional preparation in health promotion. It will discuss the historical and philosophical perspectives of the development of health promotion and examine the delivery of health promotion in a variety of settings. Credit, 3 semester hours.

HLTH 2060. Nutrition (PED 2060)

Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Half-semester course. Credit, 1 semester hour.

HLTH 3300. Health Promotion and Fitness Skills

This course will acquaint students with various learning theories and teaching methods. The focus will be upon selecting methods, media and techniques best suited for teaching health promotion and fitness content to specific learners. Credit, 3 semester hours.

HLTH 3650. Human Diseases
Study of the disease process including causes, effects, and control of selected diseases with emphasis on disease prevention and health promotion. Credit, 3 semester hours.

HLTH 3770. Drugs, Society, and Behavior (SOC 3770)
A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Credit, 3 semester hours. PREREQ: SOC 2800 or permission of instructor.

HLTH 4100. Health and Fitness Behavior Changes
This course provides students with the foundations necessary to develop a theoretical basis for the analysis and interpretation of specific health and fitness behaviors. This foundation will assist them in planning, implementing and evaluating behavioral change program for individuals or groups. Credit, 3 semester hours.

HLTH 4250. Leisure and Wellness for Older Adults (REC 4250)
The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adults related to fitness and leisure activities utilizing a theoretical and practical approach. Credit, 3 semester hours.

HLTH 4700. Planning, Administration, and Evaluation of Programs
This course will provide an in-depth examination of program-planning and evaluation in areas of health, fitness, leisure activity, etc. Emphasis will be placed on the overall planning processes for developing a variety of wellness settings. Credit, 3 semester hours.

HLTH 4900. Six-Credit Internship
A practical work experience in a health promotion setting, e.g., hospital, public health agency or industry supervised by an on-site supervisor and a UNCP faculty member. Majors must have at least a 2.0 QPA within the major to be eligible for the internship. Credit, 6 semester hours.

HLTH 4910, 4920. Three-Credit Internship
A practical work experience in a health promotion setting, e.g., hospital, public health agency or industry supervised by an on-site supervisor and a UNCP faculty member. Majors must have at least a 2.0 QPA within the major to be eligible for the internship. Credit, 3 semester hours.

HLTS 3xxx. Selected Health Topics
Course will include specific health topics that will vary and will be announced in the semester class schedule. Topics will be timely and important to health professionals and other interested students. Health Promotion majors will be allowed to receive a maximum of six credits for the course. Credit, 3 semester hours.

PHYSICAL EDUCATION (PED)

PED 1010. Wellness and Fitness
Basic, practical concepts concerning health, disease, fitness, exercise, obesity, etc., will be covered as related to personal wellness and fitness. Credit, 1 semester hour.

PED 1060. Safety and First Aid (HLTH 1060)
A certified-based American Red Cross study of safety, first aid, CPR, and emergency procedures. Credit, 1 semester hour.

PED 1090. Healthful Living (HLTH 1090)
A study of major and contemporary personal and health promotion topics. Credit, 1 semester hour.

PED 1300. Fitness Walking
Credit, 1 semester hour.

PED 1310. Archery
Credit, 1 semester hour.

PED 1320. Badminton
Credit, 1 semester hour.

PED 1330. Golf
Credit, 1 semester hour.

PED 1340. Swimming
Credit, 1 semester hour.

PED 1350. Tennis
Credit, 1 semester hour.

PED 1360. Soccer
Credit, 1 semester hour.

PED 1370. Bowling
$15 fee. Credit, 1 semester hour.

PED 1380. Rhythms and Dance
Aimed at teachers. Credit, 1 semester hour.

PED 1390. Racquetball
Credit, 1 semester hour.

PED 1410. Physical Conditioning
Credit, 1 semester hour.

PED 1450. Volleyball
Credit, 1 semester hour.

PED 1460. Weight Training
Credit, 1 semester hour.

PED 1500. Varsity Baseball
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1510. Varsity Men's Basketball
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1520. Varsity Cross Country
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1530. Varsity Golf
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1540. Varsity Soccer
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1570. Varsity Track and Field
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1580. Varsity Wrestling
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1590. Varsity Cheerleading
Squad members only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1600. Varsity Women's Basketball
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1610. Varsity Women's Tennis
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1620. Varsity Volleyball
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1630. Varsity Softball
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 1770. Advanced Physical Conditioning
Aimed at varsity athletes and/or extremely well-conditioned students; very intense training/conditioning; must have special permission to take. Credit, 1 semester hour.

PED 1790. Aerobic Dance
Credit, 1 semester hour.

PED 1800. Military Physical Training (MSC 1800)
Must be approved to register for this course. Credit, 1 sem. hr.

PED 1810. Stage Dance I (THE 1810)
Basic dance technique for the stage. Fall. Credit, 1 semester hour. PREREQ: Permission of instructor.

PED 1820. Stage Dance II (THE 1820)
Basic dance technique for the stage. Spring. Credit, 1 semester hour. PREREQ: PED/THE 1810, permission of instructor.

PED 1900. Outdoor Fitness
A course designed to initiate students to outdoor fitness elements such as hiking, orienteering, climbing, etc. An outside nominal fee may be necessary. Credit, 1 semester hour.

PED 1950. Water Aerobics
Credit, 1 semester hour.

PED 2000. Motor Learning and Development
Designed to evaluate the execution and competency of a variety of fundamental movements, skills, etc. related to the teaching of physical education, sports, etc. Credit, 1 semester hour.

PED 2040. Adaptive Physical Education
Designed especially for teachers of exceptional children as well as for those who work with the handicapped; practical application of physical education activities, equipment, and modification of facilities for adaptive children and adults with adaptive needs; age, grade, and handicap levels will be considered. Credit, 1 semester hour.

PED 2060. Nutrition (HLTH 2060)
Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Credit, 1 semester hour.

PED 2070. Computer Application in HPER
Basic and thorough on-task development of computer hardware, terminals, operations, software, peripheral systems, recorders, printers, etc. Instruction methods as well as computer-assisted instruction will be discussed and developed in a variety of disciplines. Credit, 1 semester hour.

PED 2300. Officiating Sports (REC 2300)
An overview of the rules and mechanics of officiating sports; practical experience via intramural officiating. Credit, 1 semester hour.

PED 3120. PE and Sport in Contemporary Society (SOC 3120)
A study of the historical and philosophical aspects of PE and sport from sociocultural, psychological, and political perspectives, including the relationship of sport and PE to other social institutions and schools as well as the changing concepts and evolution of leisure, PE and sports. Literature on past events, current issues, and the sociological foundation of modern PE will be examined. Credit, 3 semester hours.

PED 3160. Physical Education Activities for Grades K-6
A study of the materials and movement activities of physical education in grades K-6 as it relates to rhythms, fitness, group play, and other physical activities appropriate to these age levels. Credit, 3 semester hours.

PED 3190. Physical Education Activities for Grades 7-12
A study of the materials and movement activities of physical education in grades 7-12, as it relates to rhythms, fitness, group play, and other physical activities appropriate to these age levels. Credit, 3 semester hours.

PED 3260. Practicum in Athletic Coaching
Practical field experience in coaching athletic teams. Student can be assigned to either a member of the University coaching staff, a junior or senior high school coaching staff as an assistant, a recreation team, etc. Credit, 1 semester hour.

PED 3320. Teaching Swimming
Methods, materials, techniques, and skills of teaching swimming. Credit, 1 semester hour.

PED 3330. Lifeguard Training
Will include first aid, CPR for professional rescuer, AED, and disease-transmission certification. Credit, 2 semester hours.

PED 3340. Lifeguard Instructor
Instructor's course leading to Red Cross certification. Credit, 1 semester hour. Prerequisite: Must be Red Cross certified lifeguard training course (PED 3330).

PED 3350. Water Safety Instructor (WSI)
Instructor's course in teaching swimming and lifesaving techniques leading to Red Cross certification. Credit, 1 semester hour. Prerequisites: PED 3330 Lifeguard Training and current First Aid/CPR certification card(s).

PED 3400. Sport and Exercise Psychology
A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport. Credit, 3 semester hour.

PED 3480. Kinesiology
A structural study of the muscular system of the human body with emphasis on, and biomechanical analysis of, kinetic applications/movements relative to physical education, sport, and human movement. Credit, 3 semester hours.

PED 3490. Anatomy and Physiology
A study of the anatomical and physiological functions, parts, and processes of the various systems of the human body to include cell, tissue, and organ, and structural study. Credit, 3 semester hours.

PED 3500. Coaching Football
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3510. Coaching Basketball (Men or Women)
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3520. Coaching Track and Field
A study of fundamentals, individual techniques, conditioning, maintaining facilities, and staging events. Credit, 1 semester hour.

PED 3530. Coaching Baseball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3540. Coaching Wrestling
A study of fundamentals, moves, strategies, and conditioning. Credit, 1 semester hour.

PED 3550. Coaching Soccer
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3560. Coaching Softball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3640. Coaching Volleyball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3660. Coaching Tennis
A study of fundamentals, individual techniques, conditioning, drills, and conducting matches. Credit, 1 semester hour.

PED 4000. Teaching Physical Education in Grades K-12
Purposes, methods, materials, techniques, and evaluation procedures in the teaching of physical education K-12. Preparation of teaching plans and materials. Credit, 3 semester hours.

PED 4020. Applied Exercise and Sport Science
Provides students with a comprehensive knowledge of exercise and sport science laboratory techniques, safety concerns, treatment of subjects, modalities, and use and maintenance of lab equipment. The class focuses on research techniques, applied statistical methodology, and the development, practice, and evaluation of laboratory testing of exercise/athletic populations. Credit, 3 semester hours.

PED 4110. Biomechanics
A qualitative and quantitative study of the mechanical factors related to human movement. The study of biomechanical principles that govern effectiveness of human kinetic movement and skills. Human movement as related to the laws of physics and biomechanics. Human biomechanical movement analysis will be explored as well as kinematic concepts. Credit, 3 semester hours.

PED 4120. Exercise Physiology
An analytical, practical study of how exercise affects the various physiological systems of the human body both positively and negatively. Sport and athletic physiology will be addressed as well. Credit, 3 semester hours.

PED 4150. Organization and Administration of Physical Education and Athletics
A study of the organization and administration of physical education and athletics with particular reference to management, logistics, legal issues, budgeting, facilities, etc. Credit, 3 semester hours.

PED 4240. Tests and Measurement in Physical Education

An analysis of the methods of testing and evaluating in physical education; also an overview of statistics and data interpretation. Credit, 3 semester hours.

PEDS 4xxx. Special Topics in HPER (RECS 4xxx)

Investigations into special topics in health, physical education, or recreation. As announced. Credit, 1-3 semester hours.

RECREATION (REC)

REC 2300. Officiating Sports (PED 2300)

An overview of the rules and mechanics of officiating various sports; practical experience via intramural officiating. Credit, 1 semester hour.

REC 3000. Introduction to Community Recreation

An introduction to the basic concepts of organized recreation including its philosophy, history, organizational patterns, programs, facilities, and leadership. Credit, 3 semester hours.

REC 3270. Creating Recreation Funding

Practical experience in researching and writing grant proposals, fund-raising, etc. as it applies to possible avenues for recreational funding from a variety of potential sources. Credit, 1 semester hour.

REC 3320. Recreation Programming (HLTH 3320)

Explores the purpose and functions of programs, planning principles, objectives, organizational behavior, and evaluation. Translates program plans into practical situations. Credit, 3 semester hours.

REC 3400. Exercise and Sport Psychology (PED 3400)

A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport. Credit, 3 semester hour.

REC 4000. Introduction to Therapeutic Recreation

Course is a survey of the history, philosophy, concepts and trends in therapeutic recreation services; types of individuals served, settings and services provided, and the roll of the therapeutic recreation specialist. The course is designed to provide an overview of therapeutic recreation services as a leisure service delivery system and the impact of a disability on the individual as well as personal and societal responses to people with disabilities. Credit, 3 semester hours.

REC 4160. Outdoor Recreation Service

Provides basis for understanding the administrative process related to the delivery of leisure services. Explores legal foundations, management systems and principles, organizational behavior, political systems, and evaluation. Credit, 3 semester hours.

REC 4250. Leisure and Wellness for Older Adults (HLTH 4250)

The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adulthood related to fitness and leisure activities utilizing a theoretical and practical approach. Credit, 3 semester hours.

REC 4400. Tourism and Commercial Recreation

Examines the principles, practices, and philosophy of the travel industry. Explores the diversity of commercial recreation enterprises, general trends, and personal attributes associated with a career in these fields. Credit, 3 semester hours.

REC 4500. Internship in Recreation Management/Administration

To be supervised by the Recreation Coordinator. The student will be under the supervision of an experienced recreation administrator for experiences related to the operation of some type of recreation service(s). The assignment will be within a municipal, county, state, or private agency which has as

one of its primary functions that of providing recreation programs. Plans must be made in advance with the Recreation Coordinator. Credit, 6 semester hours. PREREQ: Senior standing and approval of the Recreation Coordinator.

RECS 4xxx. Special Topics in Recreation (PEDS 4xxx)
Investigations into special topics in health, physical education, or recreation. As announced. Credit, 1-3 semester hours.

ATHLETIC TRAINING EDUCATION PROGRAM DETAILS

Program Overview

The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students who are interested in becoming a Certified Athletic Trainer must graduate from an accredited Athletic Training Education Program in order to sit for the Board of Certification examination.

The ATEP provides the educational and clinical foundation to prepare students to successfully challenge the entry-level certification exam for the profession of athletic training and to serve as active leaders in the profession. The program provides students with the cognitive, psychomotor, and affective skills necessary to work with all aspects of athletic injury, illness, and performance. Successful completion of the degree program does not guarantee that a student will pass the BOC exam; however, the program is designed for those students who want to meet the requirements established by the Board of Certification (BOC). In addition to course work, students must complete six semester-length clinical rotations under the direct supervision of an ACI (Approved Clinical Instructor) or a CI (Clinical Instructor).

As part of the application process, a student is required to provide documentation that he/she has observed a certified athletic trainer (ATC) for 50 hours. The purpose of this observation is to give the student an understanding of what an athletic trainer does. Observations may be completed either on or off-campus. However, if an observation is completed off-campus, the student is required to complete a documentation form.

Students apply for acceptance into the ATEP during the fall of their sophomore year. Once accepted into the program, students begin clinical rotations in the spring semester that introduce them to the profession of athletic training and related allied health professions. During the junior and senior years, students are assigned to a variety of athletic teams to assure that they are exposed to upper extremity injuries, lower extremity injuries, equipment intensive sports, contact and non-contact sports, etc. Students also have clinical rotations that expose them to a variety of allied health care professionals such as physical therapists, orthopedic surgeons, physician assistants, nurse practitioners, and nurses. Student athletes enrolled in the program need to be aware of the clinical hour requirement and plan accordingly. Students wishing to pursue graduate studies in Athletic Training should maintain a 3.5 QPA or higher.

ATEP Mission Statement

It is the mission of the Athletic Training Education Program (ATEP) at The University of North Carolina at Pembroke to develop competent entry-level athletic trainers capable of addressing the health-care needs of the physically active. This development will take place through the implementation of comprehensive knowledge (didactic), mastery of clinical proficiencies, and real-life application of learned skills. The mission of the ATEP is aligned with the overall mission of The University of North Carolina at Pembroke.

ATEP Goals

1. The student will develop individual responsibility with respect to their education, personal integrity and ethics, and respect for diverse people and cultures.
2. The student will demonstrate the ability to communicate effectively by both oral and

written means with patients, peers, athletic staff, and other allied health professionals.
3. The student will demonstrate active professional development and involvement through membership in professional organizations and foster an appreciation for life-long learning.
4. The student will demonstrate the ability to perform the psychomotor skills of the competency areas (risk management and injury prevention; pathology of injuries and illnesses; orthopedic clinical examination and diagnosis; medical conditions and disabilities; acute care of injuries and illnesses; therapeutic modalities; conditioning and rehabilitative exercise; pharmacology; psychosocial intervention, and referral; nutritional aspects of injuries and illnesses; health care administration; professional development and responsibility).
5. The student will demonstrate learning over time by analyzing and synthesizing the didactic and psychomotor knowledge of the content areas to effectively problem-solve and make clinical decisions.

Admission Requirements

Admission to the ATEP is competitive and the number of applicants accepted and enrolled into the Athletic Training Education Program is limited and is based on the applicants predicted ability to succeed in the strenuous professional program. The admission process is non-discriminatory with respect to race, color, creed, gender, sexual orientation, age, disabling conditions (handicaps), and national origin. Depending on the number of applicants, it is possible that not all applicants who meet the minimum requirements will be admitted. Consistent with university policy, the ATEP offers admission to applicants whose credentials present the best qualifications among those who meet the minimum requirements.

Students who meet the minimum requirements may apply for acceptance to the ATEP in the fall of their sophomore year. Transfer students should contact the Program Director as soon as possible prior to transferring for information on the application process. Applicants must meet the following minimum academic requirements as well as submit a completed Athletic Training Education Program application packet:

1. Cumulative QPA of 2.0 or higher in all college course work;
2. Successful completion (C or better) of the following pre-requisite courses:
    - Biology 1000 OR 1030
    - PED 3490 Anatomy and Physiology
    - MAT 1070 College Algebra
    - ATH 1040 Introduction to Athletic Training
    - HLTH 1060 Safety and First Aid
    - PED 3480 Kinesiology
    - CHM 1300 and 1100 (lab) OR CHM 1400 and 1120 (lab);
3. Completion of a formal letter of application addressed to Mrs. Susan Edkins, Program Director. Applicants should indicate their reasons for applying to the ATEP and include a statement of their career goals upon completion of the B.S. in Athletic Training degree;
4. Completion of the ATEP Application available from the Program Director;
5. Signed copy of the Technical Standards (available on the website at www.uncp.edu/hper/training);
6. Physical examination to be completed at Student Health Services (form available from the Program Director);
7. Verification of Immunizations to be completed by Student Health Services;
8. Completed recommendation forms from two UNCP faculty members, ATC's, other allied health care professionals, or other appropriate individuals;
9. A formal interview with the Athletic Training Admissions Committee;
10. Completion of a minimum of 50 hours of clinical observation with a certified athletic trainer (documentation form available from the Program Director).

Retention Policy

Students are required to maintain an overall QPA of 2.0 and make adequate progress toward graduation requirements (including clinical hours) to remain active in the ATEP and continue clinical rotations. Each ATS is required to remain in the ATEP for five semesters and take the courses in the sequence provided in the course of study.

Failure to maintain a QPA of 2.0 or higher for one semester will result in a one-semester probation from the clinical portion of the academic program and will require the student to complete at least an additional semester beyond the required five semesters. If a student has two consecutive semesters with a QPA of below 2.0, he/she will be suspended from the program.

Any student earning a grade of C- or lower in a required athletic training course must repeat the course. If that course is a pre-requisite for other courses, the other courses may not be taken until a grade of C or higher has been earned. If a student fails to earn a C or higher when repeating the course, he/she will be advised to transfer to another major. Students need to be aware that repeating a course will add at least an additional semester to the length of time in the ATEP.

Transfer Students

Transfer students will be allowed to formally apply to the program the semester before entering the University. It is the student's responsibility to contact the ATEP Program Director and obtain the necessary forms/documents to complete the application process. Each student will be expected to complete the same requirements as the prospective UNC Pembroke ATEP students. After formal acceptance into the program, the transfer student will be allowed to enroll immediately in clinical and professional courses and to begin supervised clinical assignments. Any clinical work completed by the transfer student before acceptance into UNCP's ATEP will not be accepted towards course substitution in regards to clinical rotations.

Associated Program Fees

The student is responsible for the following additional costs associated with the Athletic Training Education Program: professional liability insurance; transportation to off-campus rotation sites; uniform items; NATA Membership; UNC Pembroke Athletic Training Student Association dues. The ATEP provides students with the other necessary supplies.

Technical Standards for the Athletic Training Education Program

The Athletic Training Education Program at the University of North Carolina at Pembroke is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer as well as CAATE standards. All students admitted to the ATEP must meet the abilities and expectations outlined below. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection must demonstrate:

1. The ability to assimilate, analyze, synthesize, integrate concepts and problem-solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical exams using accepted techniques, and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is

not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;

4. The ability to record physical exam results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well, during periods of high stress;
6. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection into the program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The University of North Carolina at Pembroke is committed to providing an accessible and supportive environment for students with disabilities. Disability Support Services will evaluate a student who states he/she could meet the program's technical standards with accommodations and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all coursework, clinical education, and clinical experiences deemed essential to graduation.

AEROSPACE STUDIES

Director: Lt. Colonel Evangeline Cheeks (Air Force)

Major Michelle Coghill Captain Russell Brevick

AIR FORCE ROTC PROGRAM

General military courses are available for the freshman and sophomore years, and professional officer courses for the junior and senior years.

Advanced credit for a portion of the freshman/sophomore curriculum may be granted for previous participation in high school junior ROTC, Army or Navy Senior ROTC, Civil Air Patrol, military school, or prior active military service.

Qualifications

The general qualifications for general military course entry are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character, and (d) attending a college or university offering the AFROTC Four-Year Program or a college or university which has a cross-enrollment agreement with an institution hosting the AFROTC Program. UNC Pembroke has a cross-enrollment agreement.

OBJECTIVES

The objectives of the Aerospace Studies program are as follows:

* To recruit, train and produce a highly qualified Air Force officer capable of performing effectively in an assigned Air Force specialty.
* To provide a curriculum which is dynamic and responsive to the educational requirements of the Air Force junior officer.
* To provide relevant pre-professional preparation for future Air Force officers in their freshman and sophomore years.
* To provide relevant pre-professional preparation for future Air Force officers pursuing the Professional Officers' Course.
* To stimulate the optimum development of military leadership among students through meaningful experience provided within a functional context.
* To motivate students to pursue flying careers and to provide practical indoctrination in flight operations.
* To strengthen each cadets' sense of personal integrity, honor, and individual responsibility and enhance knowledge of how the U.S. Air Force serves the national interest.

PROGRAM REQUIREMENTS

To be eligible for the General Military Course (GMC), each individual must:

* Be a full-time student.
* Be 14 years of age or older.
* Be a U.S. citizen (there are provisions for aliens to participate in the GMC program).
* Be of good moral character.
* Meet University medical standards for admission to the institution.
* Not have been disqualified by disenrollment from an officer training program.

To be eligible for the Professional Officers Course (POC), each individual must:

* Be a full-time student and schedule to receive a baccalaureate degree.
* Be a U.S. citizen.
* Be of good moral character.
* Be certified Medically Qualified by appropriate Air Force medical authorities.
* Be at least 17 years of age.
* Be in good academic standing.

* Successfully complete either GMC or equivalent training and a four-week Field Training Course.
* Attain a minimum qualifying score on the Air Force Officers Qualification Test.
* Have two academic years remaining when entering the POC.

PROGRAM

The General Military Course (GMC) is an introductory level course dealing with mission, organization and function of the U.S. Air Force, and with development of air power into a prime element of national security. The GMC is developmental in nature and is designed to motivate and prepare cadets for entry into the Professional Officers Course (POC). The standard GMC is a two-year course in Aerospace Studies (ARS). The first year is designated ARS 111 and 112 and the second year ARS 211 and 212. The GMC totals approximately 120 clock hours consisting of a suggested 60 hours of academics and 60 hours of Leadership Laboratory.

The POC subject matter includes a study of the United States armed forces' role in contemporary society, and the role of the professional officer as a member of society along with theoretical and applied leadership management and communicative skills. The POC is designed to prepare cadets for active duty as Air Force Officers. It is a two-year course of instruction in Aerospace Studies (ARS) and is normally designated ARS 311 and 312 for juniors and ARS 411 and 412 for seniors. The POC totals approximately 240 clock hours, i.e., 120 hours per year consisting of 90 hours of academic and 30 hours of Leadership Laboratory.

Leadership laboratory provides cadets with practical command and staff leadership experiences through performing various tasks within the framework of the organized Cadet Corps. Leadership Laboratory accounts for 120 hours of the 360 hours normally allocated to Aerospace Studies.

Field Training is an off-campus training program held at selected Air Force bases during the summer. A six-week camp is conducted for all students entering the Air Force ROTC two-year program. All other cadets attend a four-week encampment. The Flight Instruction Program is an integral part of the Air Force ROTC program. The course is offered to a limited number of highly qualified ROTC cadets who are within 24 months of established commissioning date.

Under the two-year program selected students may be enrolled in the POC provided they have two full years of college remaining. If contemplating enrollment in this program, a student should do so prior to completion of the sophomore year, to enter Field Training during the summer preceding the Fall semester of his or her junior year.

Uniforms and textbooks for Air Force ROTC are provided by the Federal Government. All students enrolled in the final two years of Air Force ROTC are under contract and receive a subsistence allowance of $250 per month for ARS 100 students that increases up to $400 a month for ARS 400 students. A limited number of selected students enrolled in the Air Force ROTC program may qualify for scholarships. All scholarships pay the subsistence allowance, fees, tuition, and an annual textbook allowance.

During the four or six weeks of Field Training Program, all students receive pay and travel allowance.

Students may transfer credits received in other ROTC units established under the provisions of the National Defense Act. ROTC credits may be used as free electives. Prior to commissioning, a student must complete requirements for and receive a baccalaureate degree (or higher degree.) Each student must satisfactorily complete a course in mathematical reasoning prior to receipt of a commission; a list of these courses is available in the Aerospace Studies office.

Students enrolled in the program under a four-year AFROTC Scholarship must satisfactorily complete a 3-credit hour course in English composition prior to the end of the GMC tenure to maintain scholarship entitlement. GMC cadets receiving scholarships of less than four year duration will have two academic years from scholarship activation to complete the English composition requirement; English composition courses satisfying this requirement are listed in the Aerospace Studies office.

COURSES (ARS)

ARS 1110 & ARS 1120. The Air Force Today: Air Force Organization & Mission

This a survey course designed to introduce students to the U.S. Air force and Air force Reserve Officer Training Corps. Featured topics include: Air Force mission and organization; officership and professionalism; military customs and courtesies, officer opportunities; group leadership; and an introduction to problem-solving skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with fellowship experiences. ARS 1110-Fall Term, ARS 1120-Spring Term. Credit, 1 semester hour each semester.

ARS 2110 & ARS 2120. The Air Force Way

A survey course designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Air Force heritage and leaders, Quality Air Force, an introduction to ethics and values, introduction to leadership, group leadership problems, and continuing application of communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with their first opportunity for applied leadership experiences discussed in class. ARS 2110-Fall Term, ARS 2120-Spring Term. Credit, 1 semester hour each semester.

ARS 3110 & ARS 3120. Air Force Leadership and Management

ARS 3110 & 3120 is a study of leadership, quality management fundamentals, professional knowledge, Air Force doctrine, leadership, ethics, and communications skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advance leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. ARS 3110-Fall Term, ARS 3120-Spring Term. Credit, 3 semester credits hours for each semester.

ARS 4110 & ARS 4120. National Security Affairs/ Preparation for Active Duty

ARS 4110 and ARS 4120 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. ARS 4110-Fall Term, ARS 4120-Spring Term.

MILITARY SCIENCE (ARMY ROTC)

Director: Army Master Sgt. Johnny Torre

ARMY ROTC PROGRAM

Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application into the Advanced Course.

Prior service in the military, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the University are commissioned as Second Lieutenants into the U.S. Army.

Qualifications

The general qualifications for entry into the ROTC Program are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; © good moral character; and (d) being enrolled as a full-time student at UNCP.

OBJECTIVES

The objectives of the Army ROTC Program are to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning, and establishes a solid foundation of their professional development and effective performance in the uniformed services or in civilian enterprise.

The Army ROTC Program is of modular construction and is composed of a Basic and an Advanced Course. Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application to the Advanced Course. Prior military service, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based on demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the university are commissioned as second lieutenants.

COURSES (MSC)

BASIC COURSES

MSC 1010. Leadership and Personal Development

MSC 1010 introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Focus is placed on developing basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Credit, 1 semester hour.

MSC 1020. Foundation in Leadership

MSC 1020 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of cadets. Cadre role models and the building of stronger relationships among the cadets through common experience and practical interaction are critical aspects of the MSC 1020 experience. Spring. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

MSC 1800. Military Physical Training (PED 1800)

Taught by a military instructor. Students may use MSC 1800 as an alternate to 1010 or 1020.

MSC 2010. Innovative Tactical Leadership

MSC 2010 explores the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of rank, uniform, customs, and courtesies. Leadership case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos. Fall. 1 hour lab per week and two hours lecture. Credit, 3 semester hours.

MSC 2020. Leadership in Changing Environments

MSC 2020 examines the challenges of leading in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations. Provides a smooth transition into MSC 3010. Cadets develop greater self-awareness as they practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real world scenarios. Spring. 1 hour lab per week and 2 hours lecture. Credit, 3 semester hours.

ADVANCED COURSES

MSC 3010. Adaptive Team Leadership

MSC 3010 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Cadets begin to analyze and evaluate their own leadership values, attributes, skills, and actions. Primary attention is given to preparation for LDAC and the development of leadership qualities. Fall. Three (3) lecture hours and 1½ laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of ROTC Basic Course, Basic Camp or equivalent.

MSC 3020. Leadership Under Fire

MSC 3020 uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading, and motivating team members when "under-fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development Assessment Course (LDAC). Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operations orders. MSC 3020 cadets are evaluated on what they know and do as leaders. Spring. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of MSC 3010 or equivalent.

MSC 4010. Developing Adaptive Leaders

MSC 4010 develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Cadets are challenged to analyze, evaluate, and instruct younger cadets. Both their classroom and battalion leadership experiences are designed to prepare them for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles and use situational opportunities to teach, train, and develop subordinates. Three (3) lecture hours and 1½ laboratory hours per week. Fall. Credit, 3 semester hours.

MSC 4020. Leadership in a Complex World

MSC 4020 explores the dynamics of leading in the complex situations of current military operations. Cadets examine difference in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Significant emphasis is placed on preparing cadets for their first unit of assignment. Case studies, scenarios, and "What Now, Lieutenant?" exercises are used to prepare cadets to face complex ethical and practical demands of leading as commissioned officers in the United States Army. Spring. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of MSC 4010.

MSC 4210. The American Military Experience (HST 4O60)

A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. Fall. Credit, 3 semester hours. PREREQ: Completion of MSC 3010 or 3020.

SCHOOL OF GRADUATE STUDIES

Dean: Kathleen C. Hilton

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MISSION

The mission of the School of Graduate Studies of The University of North Carolina at Pembroke is to provide quality master's level degree programs and opportunities for continuing professional and career development for students whose academic preparation and personal characteristics predict success in graduate studies. Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other.

Faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. They are committed to excellence in teaching, engaging in the generation of knowledge, serving their communities and professions, fostering the development of new roles and relationships within, among, and between their disciplines, and modeling the values of inquiry, continuous learning, creativity, and respect and appreciation for the rights and views of others.

The School of Graduate Studies is a nontraditional graduate school offering classes and experiences to a population of predominantly adult learners. Most graduate classes are held during the evening hours, usually from 6:30 to 9:30 PM. In addition to its offerings on the main University's campus, the School of Graduate Studies offers selected classes and programs at satellite locations at Sandhills Community College in Pinehurst, NC, Richmond Community College in Hamlet, NC, and Fort Bragg in Fayetteville, NC. The M.P.A. degree is also offered in an online format.

The School of Graduate Studies emphasizes depth of study, academic rigor, and reflection. The graduate programs seek to foster in students a desire for excellence, a sustained commitment to learning, an openness to change, a social consciousness, and a respect for human diversity. The programs also foster the development of students into leaders of their professions.

LOCATION

While graduate classes for the School of Graduate Studies may be offered at a variety of campus and non-campus locations, the location for all inquiries regarding graduate admissions, policies, and procedures is Room 253 of Lumbee Hall. The main telephone number for this office is (910)-521-6271. Additional information about graduate studies may be accessed through the school's web page: http://www@uncp.edu/grad/.

GRADUATE PROGRAMS, PROCEDURES, AND POLICIES

MASTER'S DEGREE PROGRAMS OFFERED

Graduate courses are offered during the evening hours in the regular semester and summer sessions. The following graduate programs are available:

Master of Business Administration (M.B.A.)
Master of Public Administration (M.P.A.)
Master of School Administration (M.S.A.)
Master of Arts in Service Agency Counseling (M.A.)
Master of Arts in Education—Elementary Education (M.A.Ed.)
Master of Arts in Education—Middle Grades Education (M.A.Ed.)
Master of Arts in Education—Reading Education (M.A.Ed.)
Master of Arts in Education—Professional School Counseling (M.A.Ed.)
Master of Arts in Art Education (M.A.)
Master of Arts in English Education (M.A.)
Master of Arts in Mathematics Education (M.A.)
Master of Arts in Music Education (M.A.)
Master of Arts in Physical Education (M.A.)
Master of Arts in Science Education (M.A.)
Master of Arts in Social Studies Education (M.A.)
Master of Arts in Teaching (M.A.T.)

PROCEDURES AND POLICIES

Policies and procedures common to all graduate programs of The University of North Carolina at Pembroke appear in the following pages. Detailed information on each program, including requirements specific to individual programs, is contained in subsequent pages. Prospective students are urged to read this information carefully and to refer to this catalog throughout their enrollment at UNCP.

Graduate Admissions:

UNCP welcomes applications from qualified persons who have earned a baccalaureate degree from a regionally accredited college or university, and whose academic preparation and aptitude predict success in graduate studies. The Dean of the School of Graduate Studies and the director of the appropriate graduate degree program evaluate all applications that are submitted. No single consideration dictates decisions on applications; instead, numerous factors and their relationships to one another enter into such decisions. Qualifying for general admission to the School of Graduate Studies of the University does not guarantee admission to a specific program.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNCP may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the School of Graduate Studies of the University.

Students may enter at the beginning of any semester or summer term. Application materials and all supporting documentation should be submitted to the School of Graduate Studies at least one month prior to the projected enrollment date. Applications packets may be requested from:

School of Graduate Studies
The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, NC 28372

Categories of Admission:

The School of Graduate Studies of The University of North Carolina at Pembroke admits graduate students in one of the following categories:

a) full admission,
b) provisional admission,
c) special admission,
d) enrichment studies, and
e) visiting graduate student

These terms are further defined below.

General Admission Requirements (Full or Provisional Admission)

All students seeking to enroll in any graduate class must be admitted to the School of Graduate Studies. To be considered for full or provisional admission to a degree program, an applicant must:

a) submit a completed application form to the School of Graduate Studies;
b) pay a $45.00 non-refundable application fee;
c) submit two copies (one of which must be an official copy) of transcripts from all colleges/universities attended; one of these transcripts must indicate the date that the applicant's baccalaureate degree was awarded;
d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
e) submit an official report of satisfactory scores on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the Graduate Management Admissions Test (GMAT) {required for M.B.A.}.
f) have three academic and/or professional recommendations submitted on their behalf. At least one recommendation should be from a college/university faculty member in the undergraduate major of the applicant; others should be from the applicant's employer/supervisor;
g) submit a copy of a current NC teaching license if applying to the M.S.A., M.A.Ed., or an M.A. licensure program.

In some cases, additional information such as an essay, personal interview, or audition may be required. See program-specific admissions document requirements, including preferred references.

General Admissions Requirements (Special Admission)

Students seeking admission into this category are frequently unable to submit all documents required for full or provisional admission prior to the beginning of a semester. Other applicants enter this category with the intention of transferring their graduate courses to another institution. All students seeking to enroll in this non-matriculated *special admission status* may register for one semester only, for no more than six (6) hours, and are cautioned that they have not been admitted into a degree granting program of an academic department. In most cases, students in this category should seek to convert their admission into full or provisional status as soon as possible. All degree-seeking students who have enrolled with *special admission status* will have their records sealed after one semester. Further enrollment is prohibited without a change of admissions status. To be considered for special admissions an applicant must:

a) submit a completed application to the School of Graduate Studies;
b) pay a $45.00, non-refundable application fee; and
c) submit an official transcript indicating that he/she received a baccalaureate degree from a regionally accredited institution of higher learning; and
d) provide evidence of NC teacher licensure for all graduate licensure programs except the M.A.T.

General Admissions Requirements (Enrichment Studies)

Students seeking to enroll for Enrichment Studies must meet the same admissions requirements as those stated above for Special Admissions. Other restrictions regarding this category appear below.

General Admissions Requirements (Visiting Graduate Students)

The School of Graduate Studies welcomes visiting graduate students from other institutions. Such students are required to:

a) submit an application to the School of Graduate Studies;
b) pay the non-refundable application fee of $45.00; and
c) submit a letter-of-good-standing signed by the graduate dean (or an appropriate official) of their home graduate school.

Additional information regarding this admissions category appears below.

Education Programs: Licensure Requirement

Applicants for all graduate degrees leading to licensure by the NC Department of Public Instruction must submit a copy of any current licenses held. Applicants to the M.A. programs in Art Education, English Education, Mathematics Education, Music Education, Physical Education, Science Education, and Social Studies Education; to the M.A.Ed. programs in Elementary Education, Middle Grades Education, and Reading Education; and to the Master of School Administration program are expected to hold or be eligible to hold appropriate Standard Professional I level NC licensure. Those who do not meet the licensure requirement will not be eligible for a graduate licensure recommendation from The University of North Carolina at Pembroke.

Standardized Examinations:

a) Miller Analogies Test: The Miller Analogies Test or MAT is accepted by the School of Graduate Studies for all graduate programs except the M.B.A. degree. This examination is offered on a regular basis by the Department of Counseling and Testing located in the Chavis Student Center on The University of North Carolina at Pembroke campus. To schedule a sitting for the MAT, applicants may telephone (910) 521-6202.

b) Graduate Record Examination: The Graduate Record Examination (GRE) is offered by the Educational Testing Service (ETS) of Princeton, NJ. The web page address for ETS is: www.gre.org

c) Graduate Management Admissions Test: The Graduate Management Admissions Test or GMAT is also offered by the ETS. The web page address for this test is: www.mba.com

Deadlines: Applicants are expected to submit the completed application and all supporting documentation at least one month prior to the projected enrollment date. A qualified student whose application is not complete may be allowed to enroll (see special admission category) for a maximum of one semester with enrollment in that semester limited to six hours.

The Admissions Decision: The admissions decision is made by the Dean of the School of Graduate Studies upon recommendation from the appropriate director of a graduate degree program. This decision is based upon an analysis of both quantitative and qualitative data submitted by the applicant. These are defined as follows:

Quantitative Criteria: Quantitative criteria are those data with numerical values. These commonly include the applicant's scores on standardized tests (e.g., the Graduate Record Exam {GRE}, the Miller Analogies Test {MAT}, and the Graduate Management Admissions Test {GMAT}) and the applicant's grade point average (GPA). Consideration may be given to any additional numerical information that the prospective graduate student may wish to submit.

Qualitative Criteria: As a nontraditional School of Graduate Studies seeking to serve adult learners, the Graduate Dean and the program directors are open to receiving additional evidences of an applicant's educational endeavors and experience. While individual degree program

admissions requirements may vary, the following documents are especially useful to the School of Graduate Studies:

a) letters-of-recommendation from former professors, immediate supervisors of employment, and professional colleagues;
b) biographical statements of past experiences and professional goals;
c) narratives of personal professional goals (required for MPA and both Counseling degree programs) or a philosophy of education statement (required for Music and Social Studies Education);
d) personal interviews (required for M.P.A.) or an audition (required for Music); *and*
e) a professional résumé.

Enrollment For Additional Graduate Teacher Licensure: Students who possess graduate (G level or M level) licensure by the North Carolina Department of Public Instruction may enroll in some graduate programs to earn additional graduate licensure. Students who wish to exercise this option must apply to the Graduate School for admission to "Enrichment" status. The Licensure Officer and Program Director will identify the requirements for a recommendation for additional graduate licensure to be forwarded to the Department of Public Instruction by UNCP. These requirements will be specified in the applicant's letter of admission. This enrollment status does not qualify one for an additional degree.

Students who hold a master's degree in a counseling area (e.g., Community Counseling) and who wish to obtain licensure as a school counselor and students who possess graduate licensure in a teaching area and wish to obtain a school administration license must apply for admission to the licensure-only program. Admission requirements are identical to those for the degree program; additional policies may be obtained from the Office of Graduate Studies.

Enrollment For Enrichment Purposes: Applicants who possess a baccalaureate degree from an accredited institution of higher learning, are not enrolled in degree programs at other institutions, and who wish to complete courses at UNCP for personal or professional enrichment may qualify for admission as special students (see general application procedures above). Students in this category cannot enroll for more than six (6) semester hours in a semester. Continuation of enrollment beyond one semester in this category requires the written approval of the Dean of the School of Graduate Studies. A maximum of six (6) semester hours (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements.

Enrollment as a Visiting Graduate Student: Visiting graduate students enrolled in the graduate schools of accredited institutions of higher learning are welcome at The University of North Carolina at Pembroke. Qualified visiting graduate students may study for one semester or summer at UNCP and transfer credits back to their home institutions. Visiting graduate students who wish to enroll for an additional semester, must secure the written approval of the Dean of the School of Graduate Studies. To gain admission as a visiting graduate student, an applicant must be in good standing at and eligible to return to the home institution. Visiting graduate students are required to submit a letter-of-good-standing from the Dean of Graduate Studies at their home institution prior to any registration for a graduate class. Visiting graduate students are required to complete an application for admission, but are not required to submit transcripts, letters of recommendation, or examination scores. The decision to admit visiting graduate students rests with the Dean of the School of Graduate Studies.

International Students: The School of Graduate Studies of The University of North Carolina welcomes applications from potential graduate students from other nations. Applicants from non-English-speaking nations must provide evidence of proficiency in the English language with their applications for admission to the University's Graduate Programs. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required; no applications for admission are complete without such scores. I-20 forms will not be authorized without such scores. Each student also must submit official proof of financial support, an English translation of all transcripts, and

an official transcript evaluation report from either World Education Services (http://www.wes.org/) or International Education Services (http://www.aacrao.org/credential/index.htm). All documents must be submitted to the School of Graduate Studies at least six months prior to the projected date of enrollment.

Second Master's Degree: Students who possess a master's degree and wish to enroll at UNCP to earn a second master's degree must apply for admission to the selected program area and, upon acceptance, complete all program requirements for that degree including comprehensive examinations. A maximum of six semester hours of course work applied toward the first degree may be applied toward the second master's degree. The six hours must be approved by the appropriate program director and the Dean of the School of Graduate Studies. These hours are subject to the five year time limit (six for the counseling programs) applied to all course work credited toward the master's degree.

Undergraduate Enrollment For Graduate Courses: Provided they are otherwise qualified for admission to graduate study, seniors at UNCP who are within 9 semester hours of graduation may apply to the Dean of the School of Graduate Studies for permission to carry up to six semester hours of graduate course work while completing the baccalaureate degree. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, applied toward the master's degree. Seniors who qualify and wish to enroll in a graduate course for undergraduate credit may apply to the chairperson of their department and the Dean of the School of Graduate Studies. However, any graduate course approved for this purpose may not later be applied toward a master's degree.

Medical History Forms: All new students, and all re-enrolling students who have been out of The University of North Carolina for one year, who plan to take 4 or more credit hours during the semester are required to complete a medical history form which includes required immunization documentation. This form must be on file before classes begin. This requirement applies to all students who take any on-campus courses. This form may be obtained from http://www.uncp.edu/shs/students and should be returned to Student Health Services. Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

MASTER'S DEGREE REQUIREMENTS

To receive a master's degree from The University of North Carolina at Pembroke students must successfully complete the prescribed program of study, successfully pass the written comprehensive examinations (or the equivalent), submit an application for graduation, and be approved by the Faculty Senate. It is the responsibility of the student to file an application for graduation with the UNCP Office of Graduate Studies by the deadline established by that office. Candidates for the master's degree are expected to be present at commencement exercises in the prescribed dress.

Programs of Study: The program of study prescribed for each graduate degree program is detailed below. Additional course work may be specified for individuals based on their undergraduate records or professional; experience. When such additional course work is required, it becomes part of a student's prescribed program of study and must be completed for the degree to be awarded.

Academic Progress: Warning, Probation, and Dismissal: The academic progress of each graduate student is monitored on a regular basis by the Dean of the School of Graduate Studies, the student's advisor, and the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree. Graduate students who earn a grade of "C" in a graduate course are placed on academic warning. Graduate students who earn a second grade of "C" are placed on academic probation. Graduate students who earn a third grade of "C" are dismissed from their degree programs and are ineligible to receive a graduate degree. Graduate students earning two grades of "C" in the same semester are placed directly on academic probation. An accumulation of nine semester hours of "C" quality work, or a grade of "F," makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP.

Level of Course Work: All course work applied toward the master's degree must be earned in courses designed for graduate students (numbered 500 and above). No 400-level course work may be applied to the master's degree. No more than three semester hours of graduate credit earned in workshop courses may be applied toward a master's degree.

Time Limits: All course work applied toward the master's degree must have been completed within five years (six years for the School Counseling and Service Agency Counseling Programs) of formal admission to the program. The time requirement is based upon the calendar. For example, if a student enrolls for a Fall Semester graduate course, then this student is one year into his/her time limit at the start of the next Fall Semester.

Transfer Credit: A maximum of six hours of relevant graduate credit taken at another accredited institution with graduate level programs may be applied to degree requirements at the University with the approval of the appropriate program director and the Dean of the School Graduate of Studies. It is the responsibility of the student to apply for approval of transfer credit. No credit accepted for transfer may be earned by correspondence. The transfer credit is subject to the five year time limit (six years for the counseling programs) applied to all course work credited toward the master's degree. No transfer credit will be accepted toward degree requirements once the student has matriculated at UNCP unless prior written approval for the credit has been received from both the appropriate program director and the Dean of the School of Graduate Studies. The form is available on the Graduate School website.

Comprehensive Examinations: In addition to the regular examinations in courses taken for graduate credit, candidates for some master's degrees must pass written or oral comprehensive examinations.

The comprehensive examinations are administered in the fall and spring semesters. Students in the M.A. in School and Service Agency Counseling Programs must complete all core courses and pass the comprehensive examinations prior to enrolling in PCN 6100 or SCN 6110. Students in all other programs must have completed, or be enrolled in their final semester of, course work to be eligible to sit for the comprehensive examinations. Students must register for the comprehensive exams by the date established by the School of Graduate Studies.

A student who fails any part or parts of the comprehensive examinations must wait at least one semester before retaking the part or parts of the exam failed. Exams may be attempted a maximum of three times.

Information on the specific format of the comprehensive examinations for individual program areas is available from the program director for the individual graduate degrees.

Thesis: A thesis or research project may be completed as part of the program of study. Students completing a thesis are assigned a thesis advisor. The thesis project must be approved by the thesis advisor and a thesis committee. The thesis advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the student's thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination of the student on the thesis, and submit the necessary paperwork to the School of Graduate Studies. The advisor notifies the Dean of the School of Graduate Studies as to the time and date of the graduate student's oral examination. The thesis must bear the signatures of the student's academic advisor, members of the thesis committee, and the Dean of the School of Graduate Studies. The final approval of a thesis rests with the Dean of the School of Graduate Studies.

The original and two copies of the approved thesis and abstract must be on file in the School of Graduate Studies at least two weeks prior to the end of the semester in which the student expects to complete program requirements. Two copies of the thesis must be bound and will be retained by the University. Binding is arranged by the School of Graduate Studies, and the student is charged at cost.

Lapsed Credit: In cases of documented merit and/or continuing professional experience within a given discipline, the Graduate Appeals Committee (GAC) of the Graduate Council may, at its discretion, entertain appeals cases for *reinstatement of graduate credits* earned more than five years ago at The University of North Carolina at Pembroke or another accredited institution of higher learning. This procedure is available for former graduate students seeking to return to graduate study. Such cases are evaluated and judged by the GAC on a merit basis. The GAC considers all cases on an individual, nonprecedent-setting basis. The GAC is authorized by the Graduate Council to consider reinstatement of a maximum of nine (9) semester hours of lapsed academic graduate credit from The University of North Carolina at Pembroke and six (6) semester hours of lapsed credit from another institution. No reinstatement appeal may go the GAC unless the appeal bears the signatures of the graduate director of the student's graduate program, the chair of the appropriate academic department, and the Dean of the School of Graduate Studies. The GAC is the "due process" body for graduate students seeking to file reinstatement appeals, and its decisions are final. Graduate students seeking to file reinstatement appeals should schedule an appointment with the Dean of the School of Graduate Studies to discuss the appropriate details of filing such appeals.

Licensure: Students completing programs leading to graduate (M level) licensure by the State of North Carolina must submit a licensure application. Applications are available on the Graduate School website and in the Licensure Office in the School of Education. As part of the licensure approval process, two years of teaching experience in the licensure area is required before UNC Pembroke will recommend the individual for a North Carolina master's level license. Students adding new areas of licensure to their licenses are required to satisfactorily complete the prescribed Praxis Series Examinations. Recommendations for licensure cannot be forwarded to the Department of Public Instruction until official copies of satisfactory scores on the required specialty area exam are on file at UNCP.

ADDITIONAL POLICIES

Advisement: Each student admitted to full or provisional standing in the program is assigned a graduate faculty member from the academic department as an advisor. Initially, graduate students are expected to meet with their advisors to plan their programs of study. Thereafter, they are expected to periodically meet with their advisors for further advisement. Advisement sessions are scheduled each semester in conjunction with pre-registration.

Grading: It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of "B" designates that the graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. Graduate students who earn a third grade of "C" are dismissed from their degree programs and are ineligible to receive a graduate degree.

For grades of A, B, and C, faculty have the option of assigning a plus (+) or minus (-) in addition to the letter grade, but these do not affect the computation of the grade point average.

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at the University.

The "I," or incomplete, grade is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to

do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the grade of "I" is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

A grade of "T" indicates grade pending and is issued only for thesis research and capstone courses and for the year-long internship in school administration.

Repetition of Courses: No graduate course may be repeated within the same program of study without permission of the Graduate Appeals Committee. A graduate student wishing to repeat a course must submit a written request to the Graduate Appeals Committee through the Dean of the School of Graduate Studies. Courses approved for repetition must be taken at The University of North Carolina at Pembroke.

Withdrawal Policy: Cognizant of the fact that at times circumstances change and situations arise that necessitate a student's withdrawal from a course, graduate students with good cause may apply to withdraw from a course up to two weeks prior to the last official meeting of the class. It is the student's responsibility to obtain the signature of the course instructor on the withdrawal form and submit the form to the Dean of the School of Graduate Studies. Students who do not officially withdraw from a course may not receive a grade of W. A grade of W may be received only once for a specified course, and no more than three Ws may be received in a student's program of study. Withdrawing from a class does not excuse a student from the five year time limit (six years for the counseling programs) within which all program requirements must be completed.

Course Load: All courses, unless otherwise noted in the course description, are offered for three semester credit hours. Full-time graduate students (not employed full-time) may register for 9-12 hours during regular terms. Graduate students employed on a full-time basis may enroll for a maximum of six semester hours per semester. Graduate students may enroll for a maximum of nine semester hours during the summer sessions. A maximum of six semester hours may be completed in one session. Graduate Assistants are required to enroll on a full-time basis.

Research Requirement: Several programs require that all degree-seeking graduate students complete the appropriate research requirement (EDN 5660; PAD 5050; or PSY 5050 *or* 5100) within their first twelve semester hours of graduate study. Students should consult their assigned advisor or program director for program-specific guidelines regarding this policy.

Orientation Requirement: All degree-seeking graduate students are required to attend the scheduled orientation session during their first semester of enrollment. Dates/times of the orientation session are announced prior to the beginning of the semester.

Due Process For Students: Any student whose entrance to, continuation in, or exit from the Graduate Program is denied by the Dean of the School of Graduate Studies acting upon policies established by the Graduate Council of The University of North Carolina at Pembroke has the right to appeal the denial. The Graduate Council has designated *The Graduate Appeals Committee* (GAC) as the "due process" body for all graduate students. The Dean of the School of Graduate Studies will notify the student of the denial and the policy upon which it is based. Within 10 working days of receipt of the denial the student wishing to appeal should submit a written request for appeal to the Dean of the School of Graduate Studies. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not received within the 10 working days, it will

not be considered. The Graduate Appeals Committee meets in February, June, and October; any appeal will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires to do so. The decision of the Graduate Appeals Committee will be final.

Grade Appeal Policy: The Graduate Appeals Hearing Committee is the body which considers grade appeals from graduate students. There are two grounds for appealing a grade, evidence of miscalculation and material deviation from information published in the course syllabus without adequate notice of the change. Graduate students who are unable to resolve questions with the course professor have 30 days from the date grades are posted by the Registrar to file an appeal.

Students are to submit the completed, signed appeal form and appropriate documentation to the Dean of the School of Graduate Studies no later than 30 days after grades are posted. The decisions of the Graduate Appeals Hearing Committee are final and do not set precedent; each case is considered on its own merits. Any change resulting from the appeal can be administratively accomplished.

GRADUATE EXPENSES

(Subject to change without notice.)

Graduate Application Fee: $40

GRADUATE EXPENSES: PER SEMESTER — REGULAR SESSION

Sem. Hrs.	In-State Tuition	Out-of-State Tuition	Fees	Ins.	In-State Total	Out-of-State Total
9+	$1,010.50	$5,714.00	$584.27	$243.00	$1,837.77	$6,541.27
6-8	$757.88	$4,285.50	$389.50	0	$1,147.38	$4,675.00
3-5	$505.25	$2,857.00	$194.77	0	$700.02	$3,051.77
1-2	$252.63	$1,428.50	$194.77	0	$447.40	$1,623.27

Note: The above charges include mandatory fees. Graduate students may have miscellaneous fees in addition to these.

RESIDENCE STATUS FOR TUITION PURPOSES

It is a long-standing practice of the State to require students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in-state tuition, the applicant must generally have lived in North Carolina for a minimum period of twelve months immediately prior to his or her enrollment in an institution of higher learning. During this twelve-month period, the applicant's presence in the State must constitute legal residence in accordance with the University's guidelines as prescribed by the General Assembly. Copies of the applicable North Carolina law and of implementing regulations are available for inspection in the Sampson Livermore Library on the UNCP campus and may be examined upon request. The student requesting in-state residence is responsible for being familiar with the contents of these two documents. *Military Waiver forms are available for active duty U.S. military personnel and their dependents stationed in North Carolina. Teacher Waiver Request forms are available for full-time public school teachers living in the State and taking courses relevant to teacher licensure; the Teacher Waiver form negates the twelve-month waiting period for those teachers who otherwise qualify as residents of North Carolina.*

See the Student Finances for Undergraduate Programs section for more detailed information regarding residency status. Contact the Office of New Student and Family Orientation for further information.

GRADUATE ASSISTANTSHIPS

The School of Graduate Studies offers a limited number of graduate assistantships to eligible students. To qualify for an assistantship, a student must be admitted to full standing in one of the graduate programs. The student must be enrolled within the School of Graduate Studies on a full-time basis (i.e., a minimum of 9 semester hours per semester) and recommended by the Dean of the School of Graduate Studies. Graduate assistants may receive a waiver of in-state tuition charges for nine semester hours of graduate credit per semester. Graduate students do not receive a waiver from any fees charged by the University. Such fees must be paid at the time of registration. All graduate assistant are required to be employed for twenty (20) hours per week in order to receive the maximum stipend of $3000.00 per semester. Graduate assistantships are not available during the summer months.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Director: Carmen F. Calabrese

The Master of Business Administration (MBA) is a professional degree program designed to accelerate entrepreneurial career development by preparing graduates to form their own businesses or to take a leadership role in new corporate ventures. The program is open to all students regardless of their undergraduate major. The expected results and outcomes of the MBA program are to:

- Provide graduates with an opportunity for advanced studies in entrepreneurial business management;
- Prepare graduates to attain entrepreneurial leadership positions in for-profit and non-profit organizations or to establish their own entrepreneurial business;
- Provide a comprehensive knowledge of the functional areas of business, such as accounting, finance, management, economics, and marketing, which are used as the basis for an integrated business endeavor;
- Provide an understanding of the balance required to be a successful leader among the sometimes-conflicting business elements, such as ethical, political, societal, and technical;
- Provide an understanding of the economy, especially as it affects the business environment of North Carolina;
- Enhance the graduates' competency in oral and written communication because of their impact on leadership success. The program emphasizes case analysis for written and presentation skill evaluation and development;
- Improve the graduates' competency in the effective use of Business Information Technology (BIT);
- Develop graduates who can function effectively as members of virtual and participative teams;
- Improve graduates' competencies to integrate and synthesize the various business areas and to develop cross-functional approaches to organizational issues.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS (see also Graduate Admissions)

Students are expected to demonstrate competence in calculus, communication skills, and computer related skills. Students who have not completed at least three semester hours of calculus (MAT 2150 or equivalent) in a prior undergraduate or graduate program must complete at least three semester hours of calculus as part of the MBA degree requirement.

In addition, all students will have to show evidence of either completion of undergraduate "Common Body of Knowledge (CBK)" courses in business or completion of Foundation courses as prerequisites to the formal MBA courses. Since the Foundation courses are at a 5000 level, they are considered graduate level courses. Students taking the foundation courses must complete them successfully as defined in the Graduate Studies section on MASTER'S DEGREE REQUIREMENTS.

COMMON BODY OF KNOWLEDGE OR FOUNDATION REQUIREMENTS:

CBK	OR	FOUNDATION
Principles of Accounting, 6 hours	or	ACC 5010 Foundations of Accounting, 3 hours
Principles of Finance, 3 hours	or	FIN 5010 Foundations of Finance, 3 hours
Principles of Marketing, 3 hours Principles of Management, 3 hours	or	MGT 5010 Foundations of Marketing and Management, 3 hours
Principles of Economics, 6 hours	or	ECN 5030 Foundations of Economics, 3 hours
Quantitative Methods , 6 hours	or	DSC 5050 Foundations of Business Statistics, 3 hours
Calculus, at least 3 hours	or	MAT 2150 or equivalent

Requirements for the Master of Business Administration	Sem. Hrs.
Professional Entrepreneurial Competence and Integrative Applications (all are required)	24
DSC 5100 Quantitative Methods	
ECN 5150 Managerial Economics	
FIN 5200 Managerial Finance	
MGT 5250 Organizational Theory & Behavior	
MGT 5300 Human Resources Management	
MKT 5400 Marketing Planning and Strategy	
ACC 5500 Managerial Accounting	
MGT 5750 Strategic Planning	
Professional Enhancement Courses (choose four*)	12
DSC 5120 Research Methods	
MGT 5270 Leadership and Change	
MKT 5450 Services Marketing	
ACC 5520 Tax Implications of Business Decisions	
MGT 5280 Legal Issues for Managers	
MGT 5290 Entrepreneurship	
MGT 5370 Management Information Systems	
FIN 5210 Investment Analysis	
MGT 5350 Operations Management	
FIN 5250 Entrepreneurial Finance	
MGT 5320 Law for Entrepreneurs	
MGT 5700 Entrepreneurial Strategy	
ACCS/DSCS/ECNS/FINS/MGTS/MKTS 5xxx Special Topics	
	Total: 36

*In addition to the courses listed as Professional Enhancement courses, students may choose courses from another graduate program as substitutes to fulfill their required 4 elective courses (Requires permission from both MBA director and other program director).

COURSES

ACCOUNTING (ACC)

ACC 5010. Foundations of Financial and Managerial Accounting

This course is an accelerated course designed for students with no accounting background or as a refresher course for students who desire to review accounting before enrolling in required MBA courses. A study of the basic concepts of accounting with an emphasis on the evaluation of transactions and the preparation and analysis of financial statements including their use in the management planning and control process. (This course will not count toward the 36 hours required for the MBA degree.)

ACC 5500. Managerial Accounting

The course introduces the student to management's use of accounting data in the decision-making process. Topics covered include: Estimating Cost Behavior using both Linear Regression and Multiple Regression Analysis; Short-term Planning with Constraints on Resources; Information for Production and Control Analysis; Capital Budgeting and; Segment and Managerial Performance Evaluation. PREREQ: DSC 5100 or permission of instructor.

ACC 5520. Tax Implications of Business Decisions

The course introduces the student to Federal tax planning strategies for business. Includes an overview of the Federal tax system, sources of tax law, guidelines for organizing and financing a business, tax incentives for capital investments, and other tax planning topics.

ACC 5990. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

ACCS 5xxx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

DECISION SCIENCE (DSC)

DSC 5050. Foundations of Business Statistics

This course is an accelerated course designed for students with no statistics background or as a refresher course for students who desire to review statistical methods before enrolling in required MBA courses. Intensive examination of statistical and graphical methods of analyzing quantitative information. Specific topics include frequency distribution, probability, sampling, T-tests, correlation, various graphic forms, regression analysis, and analysis of variance. (This course will not count toward the 36 hours required for the MBA degree.)

DSC 5100. Quantitative Methods

Intermediate level quantitative skills in multivariate statistics, optimization, and decision-making which will be used in subsequent MBA courses. Topics will include multiple regression, multivariate ANOVA, logistic regression, factor analysis, linear programming, and simple calculus. Computer software will be used.

DSC 5120. Research Methods

This course details the methods employed in defining business problems, research design, primary and secondary data sources, methods of data collection, scaling methods, sampling techniques, and report preparation. Through case analyses, literature reviews and research projects, this applications-oriented course focuses on improving decision making.

DSC 5550. Time Series Analysis

A review of statistical methods for analysis of business time-series data. Use of these methods for forecasting will also be discussed. The methods surveyed include smoothing methods, filters, ARIMA models, vector autoregressive models, and cointegration models. PREREQ: DSC 5100 or permission of instructor.

DSC 5990. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

DSCS 5xxx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

ECONOMICS (ECN)

ECN 5030. Foundations of Microeconomics/Macroeconomics

This course is an accelerated course designed for students with no economics background or as a refresher course for students who desire to review economic principles before enrolling in required

MBA courses. A study of the individual decisions in the market economy and an overall view of the operation of the economy. Specific topics include theories of consumer behavior, behavior of firms in various degrees of competition, and government regulation. Fiscal, monetary, and supply-side policies are discussed. (This course will not count toward the 36 hours required for the MBA degree.)

ECN 5150. Managerial Economics

An overview of methods of economic analysis applied to the modern United States economy. Emphasis on microeconomics and managerial economics such as theory of consumer choice and demand, theory of cost, outputs, and industrial structure, analysis of efficient use of resources within an organization. Also, macroeconomic analyses including a review of monetary institutions, and theory of GNP, inflation, and the rate of unemployment.

ECN 5990. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

ECNS 5xxx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

FINANCE (FIN)

FIN 5010. Foundations of Finance

This course will provide a survey or review of basic Business Finance principles, including Time Value of Money, Financial Statement Analysis, Basic Stock and Bond markets and valuation, risk and return relationships and interest rates, and capital budgeting. Emphasis will also be on using technology to assist in financial analysis: Internet research, spreadsheet modeling, and the use of financial calculators. (This course will not count toward the 36 hours required for the MBA degree.)

FIN 5200. Managerial Finance

Course covers time-value of money, capital budgeting and structure, and other finance related decisions for corporations. In addition, the course is intended to give the student an appreciation for the role of finance within the firm, and the impact of financial decisions on society at large. Includes basic microeconomic principles and accounting principles and practical applications within the business world.

FIN 5210. Investment Analysis

This course is an extension of Managerial Finance (FIN 5200), covering trade-offs between risk and return, and the benefits of diversification within a portfolio. The principles of duration, immunization, and other forms of risk management within the portfolio are also discussed. Modern investment theory is addressed, including the study of efficient capital market, capital asset pricing model (CAPM), and arbitrage pricing theory (APT). PREREQ: FIN 5200 or instructor's permission.

FIN 5250. Entrepreneurial Finance

This course acquaints the business person who is in an entrepreneurial environment with the particular issues involved in finance related to the particular needs and conditions of the emerging firm. Cash flow, valuation, managing growth, and raising private and public capital are topics explored through lectures and cases. PREREQ: FIN 5200 and ACC 5010.

FIN 5990. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed

study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

FINS 5xxx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

MANAGEMENT (MGT)

MGT 5010. Foundations of Marketing and Management

This course is an accelerated course designed for students with no formal undergraduate background or as a refresher course for students who desire or need to review the newest practices in marketing and management. Marketing topics covered include marketing concept; product analysis; consumer behavior; pricing; promotion; and communications. Management topics include the decision-making process tied to planning, organizing, leading, and controlling organizations. (This course will not count toward the 36 hours required for the MBA degree.)

MGT 5250. Organizational Theory and Behavior

Course will examine explanations of individual behavior, the nature of human behavior in groups, and organizational structures and processes, especially as they affect human behavior. Principles of organizational change and development will also be addressed. The course will rely heavily on analysis and solution of case problems in addition to text and directed readings.

MGT 5270. Leadership and Change

This course will examine contemporary organizations and their leadership within the context of change management in a dynamic environment. In particular, the course will focus upon the concept of leadership as an interactive process and the means by which change is initiated and sustained. Throughout the course the relationship between strategy, structure, and culture will be highlighted.

MGT 5280. Legal Issues for Managers

The goal of this course is to help graduate students develop a deeper appreciation and understanding of the legal mechanics of various types of business transactions and of the commercial law environment within which those transactions are negotiated and executed. The course is designed to enhance the student's analytical, communication, and negotiation skills while developing knowledge of several areas of law that play an integral part in management decisions.

MGT 5290. Entrepreneurship

The course provides students with the competency to identify and implement opportunities and overcome business obstacles in forming a new venture, leading a new corporate venture, or advancing current business careers. This course will identify and explain how Initiation and Entrepreneurship are ways of thinking, reasoning, and acting that are opportunity obsessed, holistic in approach, and leadership balanced to advance the entrepreneurial venture.

MGT 5300. Human Resources Management

Course will examine how an organization secures, develops, maintains, and rewards employees to meet organization objectives. Topics include recruitment, selection, training, performance appraisal, compensation, benefits, and labor-management relations. Examines effective integration of human resource functions.

MGT 5320. Law for Entrepreneurs

This course will help students develop a deeper appreciation and understanding of the legal issues faced in establishing, operating and maximizing a business. The course is designed to enhance the student's analytical and communication skills while developing knowledge of the legal decisions made by entrepreneurs.

MGT 5350. Operations Management

Managing the operation function is extremely important due to strong competition nationally and internationally. Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed.

MGT 5370. Management Information Systems

Conceptual and practical foundations of information processing systems support for management and decision-making functions, computer system project management, economic and legal considerations of management information systems, system implementation and evaluation.

MGT 5700. Entrepreneurial Strategy

An examination of strategic management issues from the perspective of the entrepreneurial organization. Topics include entrepreneurial leadership, growth, ethics, strategic positioning, franchising, and entrepreneurship. Prerequisite: MGT 5260 or permission of instructor.

MGT 5750. Strategic Planning (Capstone Course)

Course integrates knowledge from functional areas through both analysis of complex business problems and managing a computer simulated company. Case approach requires student involvement in decision making. PREREQ: FIN 5200, MKT 5400, and ACC 5500 or permission of instructor.

MGT 5990. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

MGTS 5xxx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

MARKETING (MKT)

MKT 5400. Marketing Planning and Strategy

This course details the role of marketing in the firm and its impact on the strategic planning process. An emphasis is placed on identifying and solving marketing problems, marketing strategy, and current issues facing marketing managers.

MKT 5450. Services Marketing

The primary goal of this course is to acquaint students with the unique aspects of marketing service firms and nonprofit organizations. The course will cover such topics as service quality, service operations, pricing, distribution, managing supply and demand, customer retention, and developing an integrated marketing communications program.

MKT 5990. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

MKTS 5xxx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

MASTER OF PUBLIC ADMINISTRATION (M.P.A.)

On-campus MPA and On-line MPA Programs

Director: Dr. Daniel G. Barbee */***

Dr. William G. Albrecht *
Dr. Nicholas Giannatasio */****
Dr. Mario A. Paparozzi **
Dr. James Frederick ****
Dr. Michael Hawthorne *
Dr. Robert Schneider *
Dr. Fran Fuller **
Dr. Elizabeth Normandy *****

* Core Faculty
** CJ Concentration
*** Emergency Management Concentration
**** Health Care Concentration
***** Supporting Faculty

The Master of Public Administration Program (MPA Program) is a broad-based degree designed to prepare students for leadership roles in public organizations. The MPA Program emphasizes the critical areas of political institutions and processes, managerial and leadership concepts and skills, and analytical skills and techniques. It is anchored in both theory and application for those seeking to leverage their career progress and enhance their leadership potential.

The MPA Program is intended for practicing and aspiring administrators in public sector organizations, and is also an excellent degree for those in non-profit and voluntary sectors, and in private organizations that interact consistently with public agencies or which maintain government or public affairs offices. The degree also is useful for those whose career paths may move across sectors over a period of time. The degree—while based solidly in research and theory—emphasizes the practical application of modern technical, managerial, and leadership skills in a variety of settings.

For those currently in administrative and managerial positions, the MPA Program will help refine, update, and improve career potential and help add value to performance. For preservice individuals, the program is an excellent way to build the educational foundation for a career in management and leadership.

This graduate program is devoted to public management, and also committed to serving the needs of those whose careers are invested in the work of non-profit organizations and private sector organizations that have public interest linkages. Given its emphasis on management, the program is multi-disciplinary and involves a significant mix of disciplines, all of which contribute to the value of the program for individual students. This multi-disciplinary quality, along with its public management base, is a significant, and unique strength of the MPA Program and degree.

The MPA Program offers three choices beyond the initial required courses: The student may choose a series of six guided elective courses in consultation with the Program Director. Students may also choose a concentration in Criminal Justice, Emergency Management, or Health Administration. These options are designed to enable the student to select courses that will enable meeting individual career and professional goals and needs.

The MPA program faculty is a distinguished, experienced group representing various disciplines. The core discipline of the program is political science and public administration. Contributing disciplines include business administration, criminal justice, computer science, economics, and health administration. Other disciplines contribute to the MPA Program on an occasional basis. All members of the MPA Program faculty hold the earned doctoral degree and bring to their courses and other work in the program a sound record of experience in government, business, research, and consulting. Students in the MPA Program benefit greatly from work in graduate courses taught from a variety of disciplinary perspectives offered by the faculty, and from the emphasis by the faculty on a blend of theory and practical management and leadership skills.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS

All applicants for the M.P.A. degree in Public Administration are required to submit an essay detailing their professional experiences and their objectives in pursuing graduate studies and to complete an interview with the program director.. See also *Graduate Programs, Procedures, and Policies.*

THE MPA PROGRAM COMPONENTS

Requirements for a Master of Public Administration

The major components of the MPA Program are: (1) the Required Core Courses; (2) the Guided Elective Courses, or required concentration courses and electives; (3) the Capstone/Professional Paper; and, for preservice, non-professional students, (4) the MPA Field Experience (Internship).

	Sem.hrs.
I. Required Core Courses: The 18-semester-hour core is required of all students. Additional assigned prerequisite courses may be required for some students, based on an assessment of qualifications in some areas.	18

1. PAD 5000 Leadership and Administration in Public Affairs
2. PAD 5010 Organizational Behavior
3. PAD 5050 Analytical Methods
4. PAD 5060 Human Resource Administration
5. PAD 5500 Public Institutions and Processes
6. PAD 5520 Principles of Budgeting and Finance

II. Public Administration Concentrations (12 hours) Each concentration consists of four required courses, two guided elective courses, and the MPA Capstone/Professional Paper in the area of the concentration. (See below for information on Guided Electives and the MPA Capstone/Professional Paper.) 0-12

Concentration in Criminal Justice (12 Semester Hours) This concentration, designed primarily for practitioners in criminal justice career fields, focuses on courses designed to provide value in the careers of those working in criminal justice.

Required Courses:

- CRJ 5810 Victimology and Criminal Justice
- CRJ 5820 Criminal Justice Agencies and the Judiciary
- CRJ 5830 Image Management and Media Relations for Criminal Justice and Public Service Agencies
- CRJ 5840 Threat Management for Criminal Justice and Public Service Agencies

Concentration in Emergency Management (12 Semester Hours)

Emergency Management is a complex, multidisciplinary array of critical planning and implementation activities that is directly related to the functions of government and public administration. The purpose of this graduate concentration is to provide professional education for in-service and pre-service graduate students in public administration. This concentration is designed to enhance the capabilities of those currently involved in emergency management and those who aspire to such careers. Of greater importance, this concentration is designed for ALL public administration professionals whose work is increasingly associated with the many dimensions of emergency management.

Required Courses (9 hours):

- EMG 5150 Introduction to Emergency Management
- EMG 5160 Hazard Mitigation Principles and Planning

EMG 5750 Capstone in Emergency Management
Required Elective Course—Choose one of the following (3 hours):
EMG 5170 Private and Public Sector Continuity Planning
EMG 5180 Social Dimensions of Disaster and Special Populations
EMG 5190 Technological Applications in Emergency Management

Concentration in Health Administration (12 Semester Hours)
This concentration is designed for both experienced health care practitioners and those who aspire to careers in health administration.
Required Courses:
HAD 5710 Health Administration and Organization
HAD 5720 Health Policy
HAD 5730 Legal and Ethical Issues in Health Care
HAD 5740 Health Economics

III. Guided Elective Courses (18 hours, or 6 hours with concentration) 6-18
Based on advisement, students not electing to complete a concentration must complete a series of six guided elective courses. These courses must be determined on the basis of advisement with the Program Director or designee. These courses may be taken from the PAD courses listed in the UNCP Catalog. Additionally, specified graduate courses in other graduate programs at the University of North Carolina at Pembroke may be taken with the prior approval of the MPA Program Director.

IV. Capstone/MPA Professional Paper (3 hours)** 3
PAD/CRJ/EMG/HAD 5620 Professional Paper

V. MPA Field Experience (Internship) (3 hours) 3*
PAD 5340 Leadership/Managerial Internship
*This requirement must be coordinated and arranged with the Program Director and is required of all preservice students (or for students who have not had requisite professional work experience).

Total: 39-42

****Capstone/MPA Professional Paper**

Each student must successfully complete a professional paper guided by MPA professors. Students taking the Criminal Justice, Emergency Management, or Health Administration Concentration will design and complete their papers in the appropriate topic/concentration area.

Overview: The Professional Paper is the capstone of the MPA curriculum. As such, it is viewed as a significant and rigorous work commensurate with the completion of a graduate degree. In its strictest sense, the Professional Paper can be interpreted as a research thesis; and, in this case, the student can follow the guidelines of the School of Graduate Studies for thesis work. However, the Professional Paper has attributes that offer options for students beyond the strict interpretation of thesis research. For example:

- A literature review of a significant topic that generates a hypothesis. The student might then construct a research design to test the hypothesis, with conclusions that could evolve and be applied.
- A feasibility study for an actual workplace project or one that the student feels would benefit an agency or not-for-profit institution.
- A series of articles that could be presented in some web-based format in the discipline or in the workplace.
- A report on the impact of a public policy or an agency function or program.
- The creation of a unified budget for a town, county, or agency.
- An agency history relating the literature and theory in the discipline to agency management and operations.
- A grant proposal.

It is important to note that the above list is not exhaustive of all the options available for the Professional Paper. Nevertheless, it is a good starting point for discussions with your faculty advisor on your proposed paper. All Professional Paper proposals are to be presented in the traditional format for approval by the MPA faculty member who is advising you and the Director of the MPA Program. All students will make an oral presentation of the Professional Paper to faculty and graduate students and one disk and one paper copy of the Professional Paper to the MPA Director. The Capstone Professional Paper is complete when the faculty advisor has approved the paper and any revisions. Following the Director's approval, a grade is submitted.

PROGRAM SUMMARY:	Semester Hours
Required Core:	18
Concentration/Guided electives:	18
Field experience:	3 (Pre-Service only)
Professional Paper:	3
MINIMUM PROGRAM HOURS:	39 In-Service; 42 Pre-Service

COURSES

PUBLIC ADMINISTRATION (PAD)

PAD 5000. Leadership and Administration in Public Affairs

This course deals with roles of public and non-profit managers and leaders in guiding organizations to meet the demands of changing domestic and global conditions. The course covers the evolution of modern leadership and administrative strategies and employs relevant research literature, case/scenario analysis, and diagnostic activities.

PAD 5010. Organizational Behavior

The course will examine explanations of individual behavior (perceptions, attributions, motivations, attitudes); the nature of human behavior in groups (group dynamics, power, leadership); and organizational structures and processes that affect human behavior (organizational and job design, communication, performance appraisal). Principles of organizational change and development will also be addressed. The course will employ case analyses and directed readings in relevant research literature as well as text materials.

PAD 5020. Legal, Policy, and Ethical Issues in Administration

This course analyzes current legal, policy and ethical issues which apply to administrators in both public and private organizations. Emphasis will be given to regulatory policy, statutory and case law in administration, the politics of regulation, along with administrative and legal processes pertaining to implementation and enforcement. An important emphasis will also be given ro the ethical implications of the political, policy, and legal issues raised. Topics will include governmental practices, and administrative responsibility.

PAD 5030. Economic Analysis for Managers

An overview of methods of economic analysis applied to the modern United States economy. Emphasis on microeconomics and managerial economics such as theory of consumer choice and demand, theory of cosr, outputs, and industrial structure, analysis of efficient use of resources within an organization. Also macroeconomic analyses including a review of monetary institutions, and theory of GNP, inflation, and the rate of unemployment.

PAD 5040. Financial Resource Administration

Financial processes and structures in organizations. Focuses on financial environment, financial concepts, financial analysis, financial dynamics of expansion and retrenchment, capital structure, capital budgeting, and dividend policy.

PAD 5050. Analytical Methods
Examination of methodologies used to analyze management problems and improve managerial decision making. Includes research design, modeling, measurement and observational techniques, using library and computing resources, analysis of quantitative data, and the evaluation and application of administrative and management research.

PAD 5060. Human Resource Administration
Study of how an organization secures, develops, maintains, and rewards employees to meet organization objectives. Topics include recruitment, selection, training performance appraisal, compensation, benefits, and labor-management relations. Examines effective integration of human resource functions.

PAD 5070. Computer Technology in Administration
Study of computer technology in contemporary organizations. Primary emphasis is on developing a conceptual framework for selecting appropriate hardware and software configurations to perform different organizational functions. The limitations and complications associated with computer technology are also covered. Students will complete several individual projects involving direct experience with various categories of application software, including work processing, database management, statistical analysis, spreadsheet analysis, and decision making.

PAD 5080. Quantitative Analysis I
Intensive examination of statistical and graphical methods of analyzing quantitative information. Covers frequency distribution, probability, sampling, T-tests, correlation, various graphic forms, methods of avoiding distortions in graphics, and an overview of regression analysis, factor analysis, and analysis of variance. Extensive experience working with administrative data, emphasizing the use of computer technology and software.

PAD 5100. Organizational Leadership Seminar
The concepts, principles, theories, and practices of organizational leadership will be examined. A combined emphasis is placed on the effectiveness of an organization and on the professional development of organizational leaders. The lectures and class discussions will be enhanced by various readings including biographies, live case studies, and research reports.

PAD 5110. Strategic Planning
This course is a study of strategic management as a function of leadership. The three primary components of strategic management, which are strategic planning, strategy formulation, and strategy implementation, are analyzed. A case-study approach is used to examine applications in for-profit, non-profit, and public organizations.

PAD 5120. Decision-Making for Leaders
This course considers the theory and practice of decision-making in administrative and managerial settings. The emphasis is on the development of diagnostic, analytic, and choice skills that can be employed to improve decision-making at the individual, group, organizational and interorganizational levels. Leading models and approaches to decision-making behavior and its application and consequences in administration are covered. Scenario and case analyses from research literature will be used with lectures and class activities.

PAD 5300. Organizational Communication
Theory and practice of oral and written communication within organizations, from employee-employer interpersonal communication, interview communication, serial (information dissemination) communication, small group communication, and formal and informal presentations within the organization. All students are expected to fully participate in all written and oral activities and presentations.

PAD 5310. Governmental and Not-for-Profit Accounting for Managers
The development and use of accounting information by managers. Includes financial and managerial concepts relevant to public and private sectors.

PAD 5320. Quantitative Analysis II
Study of modeling and other analytical methods to address problems and needs of administrative organizations. Describes the uses and limitations of quantitative models as well as criteria for planning and decision-making, simulation, systems analysis, forecasting, analytical programming, and scheduling.

PAD 5330. Leadership and Change
This course addresses the phenomenon of change, how it affects organizations, and the role of leaders in shaping the future of the organization by guiding change. The course covers types of change, the tools available to leaders for guiding both planned and unplanned change, and the effects, and consequences of change.

PAD 5340. Leadership/Managerial Internship
This course will involve the student in a seminar and planned field experience of professional development in an appropriate organizational setting. It will be supervised by a designated member of the faculty and an official representing the cooperating host organization. The scheduled seminar sessions will address a variety of issues designed to enable the student intern to gain knowledge and useful experience from the internship. The intern will apply the knowledge and skilled gained from course work to analyze administrative settings, issues, and problems, and generally to function effectively in an organizational setting. Appropriate readings and a structured written analytical report are required in addition to scheduled seminar sessions. PREREQ: Consent of Program Director.

PAD 5350. Small Business Management
Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance accounting, marketing, and operations as they apply to owning and operating a small business. PREREQ: PAD 5000, PAD 5040.

PAD 5360. Administrative Law
Administrative Law and its concomitant appeals process, judicial review or agencies and other facets of The Administrative Procedure Act of 1946, and our legislative review and constraint of agencies are the primary focus of this course. Additionally, the rules and regulations process of federal and state agencies and its effect of the public, private, and non-profit sectors are the secondary focus of this course.

PAD 5370. Policy and Program Analysis
Intensive study of techniques for use in program and policy evaluation and analysis. Topics include determination of program/policy objectives, examination of research designs and implications for assessments and evaluations, measurement issues, data collection techniques, and analysis of program information. Application of analysis efforts to benefit/cost analysis, modeling and forecasting, and other techniques will also be discussed. PREREQ: PAD 5050, PAD 5500.

PAD 5380. Conflict Analysis and Resolution
This course addresses the theory, concepts, research, and practice in conflict analysis and resolution. It deals with the kinds of conflict issues that are associated with the management and leadership roles and functions in public, non-profit, and business organizations, and hence focuses more on conflicts among organizations and, social groups, than within the organization. Some emphasis is on social and community settings and the conflicts in these settings involving organizations. Collaborative problem solving, scenario-based planning, negotiation, and mediation are explored and practiced using cases, role-playing, scenarios, simulations, and critical events. Lectures are used to introduce and explain key concepts and approaches as well as research findings.

PAD 5400. Operations Management

Managing the operation function is extremely important due to strong competition nationally and internationally. Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed.

PAD 5500. Public Institutions and Processes

Seminar in American policy and institutional processes, including development of demands, agendas, and policy selection and implementation. Interactions between public institutions and policies and behaviors by private and non-profit institutions will also be examined. Student assignments will require analysis of policy problems and institutional responses.

PAD 5510. Advanced Public Administration

Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society in part and as a whole.

PAD 5520. Principles of Budgeting and Finance

Focus on the fiscal aspects of public sector administration including: analysis of the sources of revenue for public programs; review of budgeting processes and important budget functions (e.g., cost-benefit analysis, capital budgeting and debt administration); examination of the strategies and tactics used by various governmental actors in their efforts to maximize agency policy objectives.

PAD 5590. Seminar in Public Management

This course is designed to provide focused work on a selected public management policy or program. Students, as directed by the professor, will study and report on the analytic, substantive, policy, and managerial dimensions of a policy issue or problem in public management. This seminar is intended to facilitate the application of concepts from the other courses in the Public Management option area. PREREQ: MPA Core Courses and PAD 5500 and 5510.

PAD 5600. Independent Study

Independent study in an area of administration and management relevant to the student's needs and interests. Supervised by an MPA Program faculty member. Regular advisory and tutorial activities. Consent of the Program Director is required.

PAD 5620. Professional Paper (CRJ 5620, EMG 5620, HAD 5620)

A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

PADS 5xxx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students of administration and management. The Special Topics course frequently is taught in seminar style, emphasizes content linkages with other courses in the MPA Program, and requires significant student activity. The content of the special topics course varies with each offering. Consent of Program Director required.

CRIMINAL JUSTICE (CRJ)

CRJ 5620. Professional Paper (PAD 5620, EMG 5620, HAD 5620)

A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

CRJ 5810. Victimology and Criminal Justice
Victimology is the study of personal and public issues associated with victims of crimes. This course will address the extent, nature and theories of victimization. Effects of crime on victims, services available to neutralize effects, experiences of victims in the criminal justice system, the victims rights movement, and alternative ways of defining and responding to victimization also will be examined.

CRJ 5820. Criminal Justice Agencies and the Judiciary
Taught in a seminar format and focusing on agencies with which the students are most familiar, the course will examine the manner in which public agencies do business with or within the courts. It will explore their working relationships with the judicial system, answering questions arising when the agency itself may be investigated and taken to court; dealing consent decrees, judicial take-overs and supervision of operations of agencies, agency and personal liability, public records and confidentiality, prepaying for and testifying at depositions and in court, and other current issues likely to be encountered in a criminal justice agency.

CRJ 5830. Image Management and Media Relations for Criminal Justice and Public Service Agencies
The mass media can be both an asset and a threat to the standing of criminal justice and other public service agencies. In this course the organization of the American mass information media, their history of involvement in criminal justice and public policy issues and themes, their influence on crime and social issues, and their legitimate interests in criminal justice and public policy activities and policies will be revealed. The techniques criminal justice and public service agencies can employ to keep or enhance a better public image via the mass media will be examined, as will the ways in which media outlets and criminal justice and public service agencies can cooperate in the public interest.

CRJ 5840. Threat Management for Criminal Justice and Public Service Agencies
Practical reactive and proactive strategies for wide-ranging crisis situations are assessed, including criminal attacks on criminal justice and public service organizations and their members, criminal malfeasance within the organization, and community disruptions including natural disasters. Organizational interfaces with specialists are studied, including FEMA, local police and emergency response agencies, private security companies, non-governmental agencies, and the mass information media. On-going staff training components and policy statements are considered.

CRJ 5850. Results-Driven Management in Criminal Justice
This course is designed to call attention to six common benefits associated with reinventing government organizations in order to enhance effectiveness and efficiency: (1) moving beyond bureaucratic system maintenance constraints; (2) better alignment of results-oriented goals with daily operations; (3) collaboration across organizational boundaries; (4) opportunities to use performance information to improve policies, practices, and programs; (5) results-oriented basis for individual accountability and staff performance evaluations; and (6) continuity of program goals during leadership transitions that are politically driven and a fact of life in government operations. This course will focus primarily on the analysis and application of results-driven management practices in local, state, and federal criminal justice organizations; however, the substantive course content is generalizable to the full spectrum of government organizations charged with delivering publicly valued services.

CRJ 5860. Use of Force Policy in Criminal Justice
This course will address a continuing concern in criminal justice. Subject control events such as Waco, Rodney King, and Ruby Ridge have been the subject of controversy. The riot at Attica Prison resulted in civil suits that took thirty years to settle. Use of force is the underlying concern with racial profiling and police misconduct. Criminal Justice professionals need to know how to design proactive policies that are agency-specific.

EMERGENCY MANAGEMENT (EMG)

EMG 5150. Introduction to Emergency Management

This course will introduce students to the fundamental elements of emergency management: its evolution, the history and growth of emergency management, and the contemporary practice of strategic emergency management. The multidisciplinary origins of emergency management will be explored along with its evolving status as a profession. The significance of emergency management to modern government will be addressed. The course will present the development of integrative concepts and phases in emergency management: preparedness, response, recovery, and mitigation. The concept of comprehensive emergency management will be examined along with its multi-sector institutional base. Cases scenarios, and similar techniques will be employed throughout the course.

EMG 5160. Hazard Mitigation Principles and Planning

This course will address an assortment of issues related to sustainable hazard mitigation. The traditional planning strategies associated with structural mitigation and nonstructural mitigation will be explored along with the administrative and political factors that shape them. Of special emphasis will be the linkages between hazard mitigation and the value of sustainable hazard mitigation. Major federal hazard mitigation policy, grants, and programs will be featured. Local hazard mitigation planning along with mitigation tools and techniques will be explored.

EMG 5170. Private and Public Sector Continuity Planning

Private sector planning can provide methods for better preparedness, recovery and strategies for mitigating the effects of disasters. This course will address the wide array of issues associated with business continuity planning and mitigation in the private sector. Continuity of government, and associated planning activities, will be addressed. Critical infrastructure issues will include the protection of crucial information, utility lifelines, key public health and associated issues, tax, financial, and planning information. Strategies for response, recovery, and mitigation will be highlighted. Specific effective practices in continuity planning and implementation will be examined.

EMG 5180. Social Dimensions of Disaster and Special Populations

This course will present an overview of the social dimensions of disaster with a focus on the research relating to behavior of the public in disaster scenarios. A special emphasis will be placed on planning for the needs of special populations (groups or individuals in need of special assistance because of disability or other restrictive conditions) in emergencies and disasters. Students will learn the legislative requirements and the unique needs associated with disaster planning for special populations.

EMG 5190. Technological Applications in Emergency Management

This course will explore the emerging role of technology in effective emergency management. Specific applications and usages of modern technology, with an emphasis on information technology, will be addressed. Various software packages applicable to emergency management for modeling the effects of a disaster will be addressed. Among the topics covered: modeling the effects of disaster, risk analysis, the practical applications of Geographic Information Systems (GIS), and the uses of information technology in the four phases (preparedness, response, recovery, mitigation) of emergency management.

EMG 5620. Professional Paper (CRJ 5620, HAD 5620, PAD 5620)

A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

EMG 5750. Capstone in Emergency Management

This seminar develops a synthesis of principles, theory, and practices in emergency management. Conducted in part as a practicum, the course will help students learn to apply (in principle) the theories addressed in other concentration courses. Specifically, the course will enable students to progress

from theory to application by employing a variety of means: cases, scenario analysis and construction, and complex simulations. Group and individual projects will be developed, assessed, and analyzed to assist students as they seek to build a bridge between theory and effective practice.

HEALTH ADMINISTRATION (HAD)

HAD 5620. Professional Paper (PAD 5620, CRJ 5620, EMG 5620)

A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

HAD 5710. Health Administration and Organization

A focus on how health care is delivered and the challenges facing health care administrators from the internal and external environment.

HAD 5720. Health Policy

The focus is on trends in health care delivery with emphasis on health care cost containment, access to health care, and recent efforts to invoke broad based systemic reforms to the U.S. Health Care System.

HAD 5730. Legal and Ethical Issues in Health Care

The focus is on the health delivery entity as a corporation, its relationship with physicians and other health deliverers and patients, and professional liability.

HAD 5740. Health Economics

The application of health care to economic theory, private and government insurance, cost containment theories and analysis.

MASTER OF SCHOOL ADMINISTRATION

Director: Carol Higy

Program Description

The thirty-eight (38) semester hour Master of School Administration is designed to prepare administrative leaders for the system of elementary, middle, and high schools. The Master of School Administration leads to licensure in school administration.

The conceptual framework of this program is built around five domains, which provide the program structure and purpose. The five domains are as follows:

1. Strategic leadership–training leaders to think strategically, reflecting and communicating about current educational issues and identifying and using strategic problem solving and decision-making skills.
2. Instructional leadership–preparing administrator to take a leadership role defining, refining, and implementing the schooling process; developing learning centered school improvement and leadership skills.
3. Organizational leadership–equipping administrator with skills, abilities, and values to work productively within the organization; addressing ethical and societal aspects of leadership.
4. Political leadership–preparing administrator to interact collaboratively with the various publics; investigating politics and legal aspects of education.
5. Managerial leadership–preparing administrator to respond effectively, efficiently, and in a timely manner to the multiplicity of factors involved in the operation of schools; developing an understanding of, and practicing the application of, school based management skills.

Problem-based learning, practice experiences, and ongoing assessment are key features of this program of study.

Program-Specific Admission Requirement:

A minimum of 3 years teaching experience is required for admission.

Requirements for a Master of School Administration	Sem. Hrs.
Required Courses	32
EDN 5660 Applied Educational Research[1]	
EDNL 5710 Analyzing Educational Issues	
EDNL 5720 Ethical and Societal Aspects of Educational Leadership	
EDNL 5730 School Based Management	
EDNL 5800 Supervision and Instructional Leadership	
EDNL 5850 Curriculum Leadership	
EDNL 5860 Legal Aspects of Educational Leadership	
EDNL 5870 Managing Organizational Change	
EDNL 5900 Internship and Seminar in Administration I	
EDNL 5950 Internship and Seminar in Administration II	
Guided Electives	6
Each student must complete two (2) three-semester-hour Guided Electives that will be beneficial in expanding her or his understanding of the Pre-K–12 educational program.	
	Program Total: 38

Requirements for an Add-On School Administration License

The School Administration Add-on Licensure Program is designed to prepare a select group of experienced educators for positions of administrative leadership in P-12 settings. Individuals holding a Master's Degree from a regionally accredited institution who have 3 years of teaching or other professional education experience or are employed by an LEA as an assistant principal may apply to the School Administration program for consideration for an add-on license in School Administration. The licensure-only protocol for this program reflects the standards for the school administration program, and an appropriate required program of study will be detailed in the successful applicant's letter of admission. Every student will be required to complete a supervised internship. In addition to completing any requirements prescribed by UNCP for the school administration license, an individual must also satisfy testing requirements for the license.

COURSES

EDNL 5710 Analyzing Educational Issues

This course provides students with opportunities to critically analyze current educational issues from a variety of perspectives and disciplines including education, history, philosophy, anthropology, sociology, law, and political science. Credit: 3 semester hours.

EDNL 5720 Ethical and Societal Aspects of Educational Leadership

This course examines educational leadership through an analysis of the relationship of personal values and the core values of society to education. There is emphasis on understanding of and sensitivity to the societal dimension of educational decision making. Credit: 3 semester hours. PREREQ: Completion of 15 hours of graduate coursework.

EDNL 5730 School Based Management

This course focuses on school quality and the elements essential to administer and operate schools in a manner that supports quality education. Specific aspects of quality considered include 1) the school as a system and a renewing learning organization, 2) team leadership and school-based decision making, 3) school culture and climate, 4) human and material resources, 5) school reform, and 6) relationships of the state, local district, school, and community. Credit: 3 semester hours

EDNL 5800 Supervision and Instructional Leadership

In this course, candidates focus on developing an understanding of the essential elements of developmental supervision, quality instruction, and effective learning. Particular attention is focused on knowledge and application of effective leadership models and styles for implementing quality instruction. Candidates develop supervisory skills they can use to strengthen the instructional program in schools by facilitating and supporting the professional development of teachers in order to improve student learning. Credit: 3 semester hours. PREREQ: Completion of 15 hours of graduate work.

EDNL 5850 Curriculum Leadership

In this course, candidates focus on developing the knowledge and skills needed to design and implement effective curricula. Emphasis is placed on the importance of ongoing review of curriculum and assessment and the analysis of current data to make appropriate school improvement decisions. Curriculum mapping is examined as a tool for aligning content, skills, and assessment measures, and ensuring that these are aligned with mandated standards and tests. Candidates are provided with opportunities to apply "best practices" to improve curriculum, instruction, and assessment in classrooms and schools. Credit: 3 semester hours.

EDNL 5860 Legal Aspects of Educational Leadership

Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics. Credit: 3 semester hours. PREREQ: Completion of 15 hours of graduate coursework or permission of program director.

EDNL 5870 Managing Organizational Change

Managing Organizational Change is designed to develop an understanding of the processes that are necessary for bringing about change and improvement in complex educational organizations. Studying, applying, and evaluating a variety of planning and organizational processes to bring about predetermined educational expectations are the major components of this course. Credit: 3 semester hours. PREREQ: Completion of 15 hours of graduate coursework or permission of program director.

EDNL 5900 and 5950 Internship and Seminar in Administration I and II

These two courses are composed of a two-semester internship in a public school setting in order to give the candidates the opportunity to apply, practice and refine the knowledge and skills acquired from course work. During this experience the candidates will play an active role in identifying and solving a school-related problem and will also engage in the assigned duties of administering the school. The candidate will be required to develop an administrative internship portfolio in accordance with the specifications provided. The candidate's internship participation will be supervised jointly by school-based administrators and university personnel and will include a reflective evaluation and an oral comprehensive exam. Credit: 4 semester hours each. PREREQ: Completion of 15 hours of graduate work and permission of program director.

EDNL 5960 and 5970 Internship and Seminar in Supervision I and II

These two courses are composed of a two-semester internship in a public school district central office setting in order to give the candidates the opportunity to apply, practice, and refine the knowledge, skill, dispositions, and performance indicators acquired from course work. During this experience, the candidate will play an active role in identifying and solving central office-related problems and will also engage in the assigned duties of the central office. The candidate will be required to develop an administrative internship portfolio in accordance with the specifications provided. The candidate's internship participation will be supervised jointly by both central office administrators and university personnel and will include a reflective evaluation and an oral comprehensive exam. Credit: 4 semester hours each. PREREQ: Completion of 15 hours of graduate work and permission of program director.

SERVICE AGENCY COUNSELING (M.A.)

Director: A. Hugh Jackson

UNCP offers a program of study leading to the Master of Arts degree in Service Agency Counseling. The primary objective of the program is to develop professional level competence in the application of psychological principles, counseling theory, and counseling techniques in order to facilitate personal development, personal adjustment, and interpersonal relations in service agency settings. Students enrolled in this program have the opportunity to become more sensitive to society and its dynamic qualities, as well as competent in designing and executing counseling and consulting activities. The program is housed in UNCP's Psychology and Counseling Department. For information about admission and policies, see Graduate Programs, Procedures, and Policies.

The Master of Arts in Service Agency Counseling program is organized into four curriculum components:

1. A professional counseling core component focusing on counseling theory and techniques, methods of analyzing the individual, and research.
2. A core of specialty area courses.
3. Laboratory/internship experiences enabling the student to apply theories, techniques, and skills under supervision in field settings.
4. Guided electives chosen to permit the student to fulfill personal objectives and interests.

Service Agency Program Goals

The goals for the service agency counseling program are consistent with the outcomes expected of beginning counselors as described by professional organizations, accreditation agencies, and professional literature. The program addresses the academic and career needs of a diverse group of counselors-in-training by offering a mixture of theoretical and applied training. Input for program policies is solicited from the Counseling Programs Steering Committee. The program is designed to provide students with:

- advanced study in the theory of counseling individuals and groups;
- study of applied skills in counseling, testing, research, ethical practice, and service delivery techniques;
- advanced study in the theory and skills needed for work in service agency settings;
- the opportunity for the integration and reflection of theories and techniques into a defendable personal theoretical orientation to counseling in service agencies;
- improved counseling skills for individuals already employed in counseling positions;
- resources to enhance the potential for mental health within the region and state.

Laboratory/Internship Experiences

A counseling skills laboratory (PCN 6100) and a supervised internship are required of all students. Students must pass the Counseling Comprehensive Examination prior to enrolling in the counseling skills laboratory. The counseling skills laboratory experience is designed to refine basic counseling techniques, develop more advanced skills, and evaluate readiness for internship through the use of role playing, micro-counseling, and video-taping. A supervised internship in an appropriate field-based setting is also required.

Portfolio

All students will be required to establish, maintain, and present a portfolio that demonstrates competencies in service agency counseling. Students will receive guidelines for completing this requirement. Students will present and orally defend their portfolios to a panel during the internship class. The panel consists of a faculty member, student, and licensed practicing counselor.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS (see also Graduate Admissions)

a) All applicants for the M.A. degree in the counseling program are required to submit an essay detailing their professional experiences and their objectives in pursuing graduate studies.

b) The applicant must also demonstrate graduate level writing skills in his/her essay (see item a, above) indicating program-career goal compatibility and evidence of the personal attributes expected of a professional counselor.

d) A personal interview with an appropriate member of the faculty may be requested.

MASTER OF ARTS IN SERVICE AGENCY COUNSELING (M.A.)

Program of Study

The Master of Arts in Service Agency Counseling program consists of a 27-semester-hour core curriculum, 9 semester hours of specialized courses in service agency counseling, 6 semester hours of laboratory/internship experiences, and 6 semester hours of guided electives.

	Sem. Hrs.
Core Curriculum	27
PCN 5000 Professional and Ethical Issues	
PSY 5050 Behavioral Research Methods	
PSY 5100 Quantitative Methods in Counseling	
PCN 5150 Theories and Techniques of Counseling	
PCN 5410 Career Development through the Lifespan	
PSY 5450 Human Development and Personality	
PSY 5500 Psychological and Educational Testing	
PCN 5600 Group Counseling	
PCN 5650 Counseling Special Populations	
Specialization Area	9
PSY 5360 Psychopathology	
PSY 5850 Family Therapy Concepts and Methods	
PSY 5900 Substance Abuse Research and Treatment	
Laboratory/Internship Experiences	6
PCN 6100 Advanced Counseling Skills	
PCN 6120 Agency Counseling Internship	
Guided Electives* (Minimum 6 semester hours)	6
Minimum total semester hours required for graduation	Total: 48

****Guided Elective Courses**

Elective courses are selected from the areas of Education, Psychology, and Public Administration with the guidance and approval of the student's program coordinator. Approved electives for the Service Agency Counseling program include the following:

PSY 5310 Child and Adolescent Behavior Disorders
PSYS 5xxx Special Topics in Psychology
PCN 6000 Thesis
PCN 6010 Counseling Research Project
PCN 6020 Professional Paper
PCNS 5xxx Special Topics in Counseling
EDN 5120 Advanced Study of Exceptionality in Children
PAD 5010 Organizational Behavior
PAD 5100 Organizational Leadership Seminar
PAD 5120 Decision-making for Leaders
PAD 5300 Organizational Communication
PAD 5330 Leadership and Change
PAD 5380 Conflict Analysis and Resolution
HAD 5730 Legal and Ethical Issues in Health Care

COURSES

NOTE: When prerequisite courses are indicated below, these courses must be completed at UNC Pembroke prior to enrollment in the listed course.

I. PROFESSIONAL COUNSELING (PCN)

PCN 5000. Professional and Ethical Issues

Introduction to the profession of counseling including a study of the principles, professional organizations, ethics, and delivery of counseling, consulting, and referral services. Students will learn the functions, organization, and administrative procedures of counseling, consulting, and client services in schools, colleges, and agencies. They will demonstrate the ability to identify the basic services, to identify the role and function of the counselor, and to analyze case studies. Credit, 3 semester hours. PREREQ: Admission to the Service Agency Counseling program or program coordinator's permission.

PCN 5070. College Counseling and Student Affairs

An overview of student services higher in education, and a study of the history, philosophy, issues and trends in college counseling. Topics to be covered include college student development, college and career counseling issues and strategies, and student affairs services such as advisement, placement and enrollment planning, residence life, academic support, and student activities. Credit, 3 semester hours.

PCN 5150. Theories and Techniques of Counseling

Examination of the concepts and techniques of individual counseling and the means for establishing facilitative relationships including competence in counseling skills and interventions. Students will study and practice the major approaches to counseling and psychotherapy and will be able to demonstrate the techniques of major theories. Students will demonstrate their ability to relate counseling theories to an integrated style of counseling. Students will participate in self-development exercises and experiences relevant to various counseling approaches. Credit, 3 semester hours. PREREQ: PCN 5000.

PCN 5410. Career Development through the Lifespan (SCN 5410)

A counseling-oriented course designed to enable the student to understand the psychosocial dynamics of career development choices through the lifespan. Students will learn the major theories of career decision-making processes and the relationship between career development and lifestyle choices. Students will demonstrate career counseling techniques with individuals and groups. Students will be provided an opportunity to participate in role plays, activities, and extensive research projects. Credit, 3 semester hours. PREREQ: PCN 5000 and PCN 5150

PCN 5600. Group Counseling

Students will examine and practice applying the theories and procedures of group counseling and consultation with application to diverse school or agency settings. This course probes the dynamics of interpersonal relationships, the issues of group leadership, the stages of group process, the posing and solving of problems which are specific to group procedure, and professional, ethical, and legal issues related to group counseling. Credit, 3 semester hours. PREREQ: PCN 5000 and PCN 5150

PCN 5650. Counseling Special Populations

This course requires an in-depth study of the issues and techniques involved in counseling and consulting with diverse populations. Emphasis will be placed on developing self-understanding and demonstrating counseling skills in relation to ethnic, class, gender, and distinctive population issues. Students will be required to demonstrate understanding of a specific counseling or consulting case in which ethnic, class, gender, or distinctive population issues are paramount. Credit, 3 semester hours.

PCN 6000. Thesis

The student will complete a research study and prepare a master's degree thesis under the individual

direction of a major advisor and thesis committee. Graded on a pass/fail basis. Credit, 3 semester hours. PREREQ: Enrollment in the Service Agency Program. A contracted written plan should be approved by a faculty thesis sponsor no later than two weeks prior to registration.

PCN 6010. Counseling Research Project

The Counseling Research Project is a directed, supervised research activity which involves a problem-solving approach to counseling or consulting problems. The student will develop and analyze a suitable topic, issue, or problem in counseling or consulting. The research subject must be one which can be addressed through the application of the knowledge and research skills gained from course work. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: Enrollment in the Service Agency Program. A contracted written plan should be approved by a faculty project sponsor no later than two weeks prior to registration.

PCN 6020. Professional Paper

The student will complete a research study and prepare a paper suitable for journal publication or presentation at a state or national conference. Close collaboration is required between the student and contracted faculty sponsor. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: Enrollment in the Service Agency Program. A contracted written plan should be approved by a faculty project sponsor no later than two weeks prior to registration.

PCN 6100. Advanced Counseling Skills

This course is both academic and experiential. Students will engage in readings, lecture and class discussions on topics related to case conceptualization and treatment planning. The course provides students with an opportunity to practice counseling skills through video-taped micro-counseling and role playing sessions. The role playing sessions will occur both inside and outside the classroom. Written case reports, counseling group design, Professional Disclosure Statement document, counseling session transcriptions, and interpretations of sessions will be required as well as a final evaluation of counseling skills and a plan for improving skills during internship. Feedback will be provided by self, peers, and the instructor. Graded on a pass/fail basis. Students must pass all assignments in order to receive a pass in the course. PREREQ: Enrollment in the Service Agency Program. Completion of all core courses. Specialty courses may be taken with this course; however, all specialty courses must be completed by the semester that this course is completed.

PCN 6120. Agency Counseling Internship

In-depth study and supervised application of counseling and therapeutic intervention processes in an approved agency setting. Students will demonstrate their ability to develop treatment plans, theories and techniques in supervised counseling sessions. Students will present and defend portfolios documenting their counseling competencies. Graded on a pass/fail basis. Credit, 3 semester hours. PREREQ: Core, Specialization requirements, and PCN 6100.

PCNS 5xxx. Special Topics in Counseling

This course will provide an opportunity for in-depth exploration of advanced areas and topics of interest. May be repeated for different topics. Credit, 3 semester hours.

II. PSYCHOLOGY (PSY)

PSY 5050. Behavioral Research Methods

An examination of research design and methods common in the behavioral sciences. Use of library resources, evaluation of behavioral research, and an introduction to statistics are included. Credit, 3 semester hours.

PSY 5060. Crisis Intervention

This course provides an overview of crisis intervention theories and practices including their applications to specific target populations. Students will have the opportunity to independently explore

a topic of interest and demonstrate class leadership. The class format will be lecture, seminar, and experiential activities. Credit, 3 semester hours.

PSY 5100. Quantitative Methods in Counseling
A study of the descriptive, correlational, and inferential statistics frequently used by counselors and consultants. The selection and application of procedures appropriate to specific types of counseling research, program evaluation, and the standardization and use of psychological and educational tests will be emphasized. Credit, 3 semester hours.

PSY 5310. Child and Adolescent Behavior Disorders
A behavioral approach to the study of theory, research, and treatment of behavior disorders of children and adolescents. Students will demonstrate their abilities to develop case studies and treatment plans, and to consult with teachers and other mental health professionals. Credit, 3 semester hours. PREREQ: PCN 5000 and PCN 5150 or instructor permission.

PSY 5360. Psychopathology
A study of the history, theories, etiology, and treatment of mental disorders. Various disorders are examined along with their typical symptoms. Uses of psychological tests, interviews, and observations to obtain data for making diagnoses are studied. Students must demonstrate proficiency in using the current edition of DSM to make diagnostic impressions. Credit, 3 semester hours. PREREQ: PCN 5000 and PCN 5150.

PSY 5450. Human Development and Personality
A study of developmental and personality theory and research coupled with intensive study through observation and research of the age level most appropriate to the credential sought. There will be basic text on developmental and personality theory to provide a common core. This will be supplemented by extensive related reading and other appropriate activities. Credit, 3 semester hours.

PSY 5500. Psychological and Educational Testing
A study of basic psychometric and non-testing assessment methods. The course will include an examination of the legal/ethical problems involved in testing and other issues of concern when testing diverse populations. Practical application of measurement concepts will be provided through the administration, interpretation, and evaluation of tests and non-testing appraisal techniques commonly used in counseling. Students will demonstrate their ability to develop test interpretations and to consult with parents, teachers, and other mental health professionals. Credit, 3 semester hours. PREREQ: PSY 5050 and PSY 5100 or instructor permission.

PSY 5850. Family Therapy Concepts and Methods
A study of established systems of contemporary family therapy. Each approach will be examined in terms of leading figures, theoretical formulations, normal family development, development of behavior disorders, goals of therapy, conditions for behavior change, techniques, and evaluations of theory and results. Role playing and videotaping will involve both system specific and core techniques. Credit, 3 semester hours. PREREQ: PCN 5000 and PCN 5150.

PSY 5900. Substance Abuse Research and Treatment
A study of research, concepts, and treatment methods of alcohol and other drug abuse and addiction. Addiction is analyzed as a psychological, social, and biological process. Credit, 3 semester hours. PREREQ: PCN 5000 and PCN 5150.

PSYS 5xxx. Special Topics in Psychology
This course will provide an opportunity for in-depth exploration of advanced areas and topics of interest. May be repeated for different topics. Credit, 3 semester hours.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)

The University of North Carolina at Pembroke offers a program of graduate studies leading to the advanced Master of Arts in Education degree and a graduate-level "M" license in Elementary Education, Middle Grades Education, Reading Education, and Professional School Counseling.

The M.A.Ed. program is designed to provide opportunities for continuing professional development and master's level licensure for teachers and school support personnel. The programs are fully accredited by the National Council for Accreditation of Teacher Education, the North Carolina State Board of Education, and the Southern Association of Colleges and Schools.

Graduate Program Directors

Elementary Education–TBA
Middle Grades Education–TBA
Reading Education–Heather Kimberly Dial
Professional School Counseling–G. David Pitner

The M.A.Ed. Program Structure

The M.A.Ed. programs leading to advanced teacher licensure (Elementary Education, Middle Grades Education, Reading Education) consist of two components—a common professional studies core (9 hours) and specialty area requirements specific to the licensure area (27 hours) for a total of 36 semester hours.

The M.A.Ed. program in Professional School Counseling consists of 24 semester hours of core courses, 12 semester hours of specialized courses in professional school counseling, 6 semester hours of practicum/internship experiences, and 6 semester hours of guided electives for a total of 48 semester hours.

Each M.A.Ed. Licensure area uses a unique configuration of required courses, guided electives, practica, and thesis options to meet program standards. Full program descriptions are presented in the next section.

M.A.Ed. PROGRAMS OF STUDY AND COURSES

Programs
Elementary Education 374
Middle Grades Education 375
Reading Education 377
Professional School Counseling 378
Courses (EDN) 380
(SCN) 386

Other programs leading to advanced teacher licensure also are available. Master of Arts (M.A.) degree programs are offered in Art Education, English Education, Mathematics Education, Music Education, Physical Education, Science Education, or Social Studies Education. The Master of Arts in Teaching (M.A.T.) program is offered in the following areas of specialization: Art Education, English Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, and Social Studies Education (see following sections).

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
ELEMENTARY EDUCATION

Director: TBA

Program Description

The master's degree in elementary education is designed for experienced, practicing teachers who are seeking an "M" license and/or planning to apply for National Board Certification. The master's program extends the theoretical and pedagogical foundations acquired during undergraduate study and builds on the competence acquired by the career teacher through years of practice. Teachers must hold a Standard Professional I license or be eligible to hold a Standard Professional I license at the time of application. Two years full-time teaching experience is recommended but not required.

Program Mission

The mission of the master's program in elementary education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The master's program is designed to promote both teacher autonomy and interdependence through inquiry, reflection, and action. Teachers and teacher educators are encouraged to collaborate on ways to enhance the professional lives of teachers, the learning and well-being of their students, the teaching and learning environments of their schools, and partnerships with parents and families.

Program Goals

The Elementary Education Program is designed to help the career teacher

1. strengthen his/her commitment to the goals of education in a democratic society and use the underlying principles of those goals to guide decisions about practice;
2. develop ways of working with families and other members of the community to reform schools so that all children may learn meaningfully and equitably;
3. become an active member of various professional communities, develop leadership abilities, and seek opportunities to function as a leader within those communities;
4. develop the disposition to strengthen both subject-specific and pedagogical knowledge-bases through systematic research and inquiry on practice;
5. construct (or revise) a conceptual framework for teaching and learning which reflects the philosophical, moral, and pedagogical complexities of teacher decisions about the education of culturally and developmentally diverse learners; and,
6. develop the disposition to reflect critically on the connection between his/her conceptual framework for teaching and learning (theory) and the effectiveness of his/her practice on diverse learners.

Requirements for a Master of Arts in Education: Elementary Education	Sem. Hrs.
Orientation to the M.A.Ed. in Elementary Education	0
Required Professional Studies Core	9
EDN 5500. Applied Educational Psychology	
EDN 5650. Applied Philosophy of Education	
EDN 5660. Applied Educational Research	
Specialty Area Requirements	
A. Theoretical Foundations of Practice	9
EDN 5190. Literacy and Diversity (K-6)	
EDN 5410. Curricular Contexts and Choices (K-6)	
EDN 5530. Development, Culture, and Learning (K-6))	

B. Integrated Practice 9
EDN 5170. Teaching and Learning Mathematics (K-6)
EDN 5200. Teaching and Learning Science (K-6)
EDN 5210. Teaching and Learning Social Studies (K-6)

C. Electives (choose two) 6
5000 level courses in the academic disciplines: American Indian studies, art, biology, English, computer science, economics, geography, geology, history, mathematics, music, philosophy, physical education, physical science, political science, psychology, sociology; or, by arrangement, EDN 5900. Advanced Practicum in Teaching or EDN 5990. Independent Study.

D. Capstone Course 3
EDN 5950. Professional Development and Leadership Seminar

Total: 36

MASTER OF ARTS IN EDUCATION (M.A.Ed.) MIDDLE GRADES EDUCATION (6-9)

Director: TBA
Specialty Area Advisors:
Language Arts: Roger A. Ladd
Mathematics: Joseph Goldston
Science: Velinda Woriax
Social Studies: Scott C. Billingsley

Program Description

The advanced Middle Grades Education degree program is designed for experienced teachers who possess or who are eligible to hold a Standard Professional I license in middle school education. Building on the background knowledge and experience of the classroom teacher, the program seeks to strengthen advanced academic competence through two teaching concentrations in the disciplines, and to relate advanced understandings of the learner, learning process, curriculum, and instructional strategies to the unique needs and characteristics of the emerging adolescent.

Students pursuing the M.A.Ed. are encouraged to complete the program's professional studies core within their initial 12 hours of graduate study. The specialty area course, EDN 5260–The Middle School Philosophy, Curriculum, and Instruction, is a capstone experience taken toward the completion of the student's program of study. All M.A.Ed. candidates are required to construct and present products of learning such as action research projects and professional portfolios that are aligned with the advanced Master's degree competencies.

Program Goals

The Program will prepare the teacher to

1. Develop an understanding of the history and philosophy of middle grades education and theories about its future development, including organizational components and assessment and evaluation in the middle school setting.
2. Develop an understanding of middle school curriculum and practices appropriate for the emerging adolescent learner.
3. Develop a greater understanding of the theoretical base, research, and exemplary practices of middle grades education.
4. Demonstrate advanced knowledge of the content and pedagogy of the middle school curriculum.
5. Improve educational practice through self-reflection, self-evaluation, and action research.

Requirements for a Master of Arts in Education: Middle Grades Education	Sem. Hrs.
Required Professional Studies Core	9
EDN 5500. Applied Educational Psychology	
EDN 5650. Applied Philosophy of Education	
EDN 5660. Applied Educational Research	
Specialty Area Requirements: Required and Guided Electives in One Subject Area	21
Students must complete one 21-semester-hour content area concentration in Language Arts, Mathematics, Science, or Social Studies. Advanced study in any content area chosen for specialization requires foundation discipline knowledge sufficient for graduate-level work.	
1. **Language Arts:** *(two required courses + five electives)*	
Required courses: EED* 5510 and EED* 5520	
Five courses from the following: ENG* 5000, 5030, 5050, 5100, 5200, 5230, 5440, 5450, 5500, 5610, 5650, 5750, ENGS 5xxx, ENGS 5700-5750, or ENG 5810, 5830, *or* 5850	
2. **Science:** *(one required course + six electives)*	
Required course: SCE** 5600	
Physical Sciences (select at least three): PHY** 5200 or 5480; CHM** 5480 or 5200; GLY** 5010 or 5020	
Life Sciences (select at least one): BIO** 5100, 5120, 5250, 5350	
At least two additional courses from those listed above.	
3. **Social Studies:** *(one required course + six electives)*	
Required course: SSE*** 5750	
Social Sciences (select at least three): Geology/Geography (GGY/GLY***), Political Science (PSPA***), Economics (ECN*****), American Indian Studies (AIS***)	
History (select at least three): HST*** 5100, 5200, HSTS 5xxx	
4. **Mathematics:** *(two required courses + five electives)*	
Required courses: MAT**** 5000, 5030	
Five courses selected from MAT**** 5010, 5020, 5070, 5060, 5110, CSC**** 5050	
Required Middle Grades Capstone Course	6
EDN 5260. The Middle School Philosophy, Curriculum, and Instruction	
EDN 5760. Advanced Methods for Middle Grades Instruction	
Thesis	0-6
Independent Study	0-3
	Total (minimum): 36

Note: For course descriptions, see M.A. in *English Education, **Science Education, ***Social Studies Education, ****Mathematics Education, *****MBA

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
READING EDUCATION

Director: Heather Kimberly Dial

Program Description

The Master of Arts in Education (M.A.Ed.) in Reading Education is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed to teach in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services.

Special Program Admission Requirements:

Applicants who do not have a degree in a reading-related discipline such as elementary education, special education, or English/ language arts are subject to special program admission requirement(s), which may include prerequisite courses, based on the Program Director's evaluation of the applicant's transcript.

Program Goals

The revised M.A.Ed. in Reading Education is organized around five major standards established by the International Reading Association (IRA) for Master's level literacy specialist. These reflect state-approved standards for reading teachers and expectations set forth by NCATE. All reading courses reflect the five program standards in content, learning opportunities, and requirements.

The five standards are:

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Candidates view professional development as a career-long effort and responsibility.

Please contact the Program Director for the Reading Education Program Progression Worksheet

Requirements for a Master of Arts in Education: Reading Education	Sem. Hrs.
Professional Studies Core	9
EDN 5500. Applied Educational Psychology	
EDN 5650. Applied Philosophy of Education	
EDN 5660. Applied Educational Research	
Orientation, Theory, and Research	10
EDN 5150 Theory and Research in Literacy Development	
EDN 5220 Literacy and Literature	
EDN 5230 Professional Seminar in Reading I (1 hour)	
EDN 5350 Psychology of Reading	

Expanding Content and Pedagogical Knowledge 7
- EDN 5300 Reading and Writing in the Content Areas
- EDN 5320 Culture, Communication, and Learning
- EDN 5430 Professional Seminar in Reading II (1 hour)

Influencing Literacy Instruction and Leadership 10
- EDN 5280 Developing and Guiding Reading Programs
- EDN 5330 Leadership for Classroom Reading Instruction
- EDN 5610 Diagnosis, Instruction, and Assessment in Reading
- EDN 5630 Professional Seminar in Reading III (1 hour)

Total: 36

MASTER OF ARTS IN EDUCATION (M.A.Ed.) PROFESSIONAL SCHOOL COUNSELING

Director: G. David Pitner

Program Description

The Master of Arts in Education (M.A.Ed.) in Professional School Counseling is designed to assist graduate students in the development of competencies and credentials for functioning in the professional role of a school counselor in elementary, middle, and secondary schools. The M.A.Ed. in School Counseling meets the standards established by the North Carolina State Board of Education for licensure as a school counselor in grades P-12. The Program is housed in the School of Education. For information about admission and policies, see Graduate Programs, Procedures, and Policies.

The Master of Arts in Education in Professional School Counseling is organized into four curriculum components:

1. Professional counseling core courses
2. Professional counseling specialty area courses
3. Practicum and internship experiences allowing the student to apply theories and skills under supervision in a school setting
4. Guided electives chosen to permit the student to satisfy personal goals.

Program Goals

The goals for the school counseling program are consistent with the outcomes expected of beginning counselors as described by professional organizations, accreditation agencies, and professional literature. The program addresses the academic and career needs of a diverse group of counselors-in-training by offering a combination of theoretical and applied training. Input for program policies is solicited from the School Counseling Program Steering Committee and the School Counseling Program Advisory Committee which consists of a mixture of faculty members, current students, program completers, and practicing school counselors. The program is designed to provide students with

- advanced study in the theory of counseling individuals and groups;
- study of applied skills in counseling, consulting, testing, research, ethical practice, and service delivery techniques including technology;
- advanced study in the theory and skills needed for work in public school settings;
- the opportunity for the integration and reflection of theories and techniques into a defendable personal theoretical orientation for counseling in the public schools;
- resources to enhance the potential for mental health within the region and state.

Program Objectives

Students will

- Demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants;
- Demonstrate an understanding of and compliance with codes of ethics and standards of practice of the counseling profession;
- Demonstrate ability to use technology to enhance services delivered to students;
- Demonstrate an understanding of and skills to work with and advocate for diverse student populations;
- Demonstrate an understanding and practical application of theories of individual and group counseling and human development;
- Demonstrate ability to facilitate growth, development, success, and health with students in individual and group settings;
- Demonstrate an understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of students, schools, and/or communities;
- Demonstrate an understanding of career development theories and an ability to facilitate student career decision making and/or opportunities.

Internship Experiences

A supervised practicum and a supervised internship in an appropriate school-based setting are required of all students. Practicum and internship candidates are under the supervision of a licensed school counselor as well as the University supervisor. These courses are graded on a Pass/Fail basis. The prerequisite for enrollment in the practicum is permission of the program director and completion of 36 hours of coursework, not including electives. The prerequisite for internship is the successful completion of practicum, SCN 6000.

Portfolio

All candidates will be required to establish, maintain, and present a portfolio that demonstrates competencies in school counseling. Candidates will receive guidelines for completing this requirement. Candidates will present and orally defend their portfolios to a panel during the internship class. The panel consists of a faculty member, a candidate, and a licensed school counselor.

Program-Specific Admissions Standards (see also Graduate Admissions)

a) All applicants for the M.A.Ed. degree are required to submit an essay detailing their professional experiences and their objectives in pursuing graduate studies.

b) The applicant must also demonstrate graduate-level writing skills in his/her essay (see item a, above) indicating program-career goal compatibility and evidence of the personal attributes expected of a professional counselor.

c) A personal interview with the program director may be requested.

Requirements for a Master of Arts in Education: Professional School Counseling	Sem. Hrs.
Core Curriculum	24
SCN 5050 The Helping Relationship	
SCN 5500 Research and Program Evaluation	
PCN* 5150 Theories and Techniques of Counseling	
SCN 5410 Career Development through the Lifespan	
PSY* 5450 Human Development and Personality	
SCN 5600 Assessment and the Effective Use of Data in Schools	
SCN 5100 Group Processes in Schools	
PCN* 5650 Counseling Diverse Populations	

Specialization Area	12
SCN 5000 The Professional School Counselor	
SCN 5200 School Consultation	
SCN 5250 Counseling Children and Adolescents, P-12	
SCN 5300 School Counselor as Leader and Advocate	
Practicum/Internship Experiences	6
SCN 6000 School Counseling Practicum	
SCN 6110 School Counseling Internship	
Guided Electives** (Minimum 6 semester hours)	6
Minimum total semester hours required for graduation	**Total: 48**

*For PCN and PSY courses, see listings in the M.A. in Service Agency Counseling program

**Guided Elective Courses

Elective courses for the school counseling program are selected from the areas of Education, Psychology, Computer Science, or Public Administration with the guidance and approval of the program director or appropriate advisor.

COURSES

EDUCATION (EDN)

EDN 5000. Educational Leadership (3 hours)

Required of candidates for the Master of Arts in Education degree who are preparing for licensure as principals or supervisors. Emphasis is given to educational purposes, school program development, group leadership functions, management of school facilities, community-school interaction, and intraschool and interschool coordination.

EDN 5010. Principles of Supervision (3 hours)

Analysis of issues, problems, and practices in supervision of instruction. Development and synthesis of a conceptual structure for guiding group process and individual leadership behavior in curriculum research and development, inservice education, and evaluation of teaching and learning.

EDN 5030. School Finance (3 hours)

Problems relating to financing public education; theory of taxation, types of taxes; current practices of educational finance; federal, state, and local support of education formulas for distribution of school aids; budget; procuring revenue; financial capital outlays. Financing school plant construction; maintenance of the plant; insurance of property; taking inventory; and school supplies. Includes the construction of a school budget.

EDN 5050. School Facilities (3 hours)

Study of the problems involved in financing the construction of school facilities, the procurement of architectural services, the cooperative development of educational specifications, and the construction of school facilities. Includes the management of school facilities for maximum and optimal use; planning for equipment acquisition, circulation and maintenance; and the analysis of the facilities problems of schools and school systems.

EDN 5120. Advanced Study of Exceptionality in Children (3 hours)

An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the inservice educator are explored. Field experience required.

EDN 5130. Individualized Program Development for Exceptional Students (3 hours)
The focus of this course is the development and implementation of individualized educational programs for the total development of exceptional students. Topics include legal requirements, assessing individual performances, placement and related services, developing long-range and short-term objectives, monitoring and evaluating the IEP, and conferencing/communication skill-building.

EDN 5140. Management of Exceptional Students in the General Classroom (3 hours)
This course is designed to provide the general classroom teacher and administrative supervisory personnel with a study of the instructional and behavioral techniques, materials, and resources used in the education of mainstreamed students. Emphasis is on disabled, educable mentally handicapped, and emotionally handicapped students.

EDN 5150. Theory and Research in Literacy Development (3 hours)
This course is a study of the theory and research related to literacy and language development in childhood and adolescence, including second language acquisition. The social, psychological, and cultural influences on language and literacy learning in both the home and school are examined. Students use theoretical and research foundations to conduct classroom based-research to improve literacy learning.

EDN 5160. Curriculum Development (K-12) (3 hours)
Principles, techniques, trends, and innovations which have emerged in the field of curriculum construction and revision. Implications of basic social, philosophical, and psychological factors in curriculum planning and organization; historical background; techniques of curriculum planning and development. The student will acquire competency in the employment of techniques and practices to improve instruction, such as core curriculum, cultural epochs, correlation of subject matter, and unit construction.

EDN 5170. Teaching and Learning Mathematics (K-6) (3 hours)
This course helps teachers improve student learning in mathematics through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of mathematical reasoning and problem-solving. Teachers will design theme-based units integrating two other content areas, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 5530, EDN 5190, EDN 5410.*

EDN 5190. Literacy and Diversity (K-6) (3 hours)
The purposes of this course are to help teachers construct a conceptual framework based on knowledge about the cognitive, social, biological, emotional, cultural bases of language and to learn how to use that framework to individualize curriculum, instruction, and assessment in reading, writing, speaking, listening, and viewing. Teachers will also connect long-term literacy goals to learning in other content-areas through children's literature, expressive/transactional/poetic written discourse, and the creative arts. Teachers will explore ways to actively involve families in their children's literacy development. *Prerequisites: EDN 5500, 5650, 5660 or permission of the instructor.*

EDN 5200. Teaching and Learning Science (K-6) (3 hours)
This course helps teachers improve student learning in science through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of scientific methods and ways of knowing. Teachers will design theme-based units integrating two other content areas, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 5530, EDN 5190, EDN 5410.*

EDN 5210. Teaching and Learning Social Studies (K-6) (3 hours)
This course helps teachers improve student learning in social studies through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of developing global understandings. Teachers will design theme-based units integrating social studies and the creative arts, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 5530, EDN 5190, EDN 5410*

EDN 5220. Literacy and Literature (3 hours)
A survey of children's/adolescent fiction, non-fiction, and other reading materials, including instructional technology resources. Methods for leveling and choosing appropriate material for diverse cultural and linguistic backgrounds are reviewed. A major focus is the relationship between the reader and the literary text, the reading process, and the implications for reading instruction and comprehension skills.

EDN 5230. Professional Seminar in Reading I (1 hour)
The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio.

EDN 5260. The Middle School Philosophy, Curriculum, and Instruction (3 hours)
Addresses the unique psychological, social, and intellectual needs of middle school students, and the school organizational structures, curriculum, and teaching styles which meet these needs. These include, but are not limited to effective models for teaming, interdisciplinary teaching, advisor-advisee, flexible programming, community-based approach to academics, the inclusion of the unified arts, cooperative learning, multiple learning styles, and strategies for effective parental involvement. *Prerequisite: EDN 5650 or EDN 5820, EDN 5660, EDN 5500.*

EDN 5270. Practicum in Reading Instruction (3 hours)
Designed for the graduate student with previous teaching experience who is interested in pursuing research in the area of reading.

EDN 5280. Developing and Guiding Reading Programs (3 hours)
A study and evaluation of selected curricula and programs in reading and the planning of a total school reading program. Teachers visit and evaluate exemplary school reading programs. Special emphasis will be given to the leadership functions of a reading teacher in diverse roles in terms of coaching classroom teachers and administrators in the improvement of reading instruction and involving students' families in literacy development. *Prerequisite: 15 semester hours of graduate level course work in reading or consent of the Program Director.*

EDN 5290. Capstone: Culture and Politics in Literacy Leadership (3 hours)
The course focuses on how ideas about various aspects of literacy become policy and legislation, how to understand the positions of special interest groups in the community, and how to influence policy, legislation, and local district/school decisions. Teachers learn how to utilize professional resources, technology resources, and advocacy strategies to ensure that all students learn to read. Program portfolios and leadership projects are finalized and presented for review. *Prerequisite: 15 semester hours of graduate level course work in reading or consent of the Program Director.*

EDN 5300. Reading and Writing in the Content-Areas (3 hours)
This course is designed to provide teachers with knowledge of established and innovative practices of integrating reading and writing in a variety of content-areas, such as mathematics, social studies, and

health. Field experience is required.

EDN 5310. Principles of Testing and Measurement in Reading (3 hours)
This course provides a fundamental development of the features and roles of measurement in reading education with emphasis being given to understanding teacher-made and standardized tests and scales. Consideration will be given to statistical concepts of measurement as they apply in reading education.. *Prerequisite: 9 semester hours of previous course work in reading.*

EDN 5320. Culture, Communication, and Learning (3 hours)
This course is an in-depth study of theory, research, and pedagogy related to the racial, ethnic, gender, socioecomonic, and regional variances in communication structure and style. Focus is on how cultural variance affects student achievement and teacher expectations. The need for culturally responsive teaching is emphasized; related strategies are explored.

EDN 5330. Leadership for Classroom Reading Instruction (3 hours)
This course is designed to aid the special reading teacher in filling several diverse roles within a school setting. Special emphasis will be given to the roles of lead-teacher and resource-teacher especially in terms of aiding the classroom teacher with developmental and corrective reading classes. The course will include a supervised field-based component whereby the student gains practical experience working in leadership roles with classroom teachers. *Prerequisite: EDN 5280, EDN 5300, and 6 semester hours of additional graduate level course work in reading.*

EDN 5340. Diagnosis and Correction of Reading Difficulties (3 hours)
This course will assist the teacher of reading in locating causes of reading difficulties and prescribing corrective procedures. It is designed to give the classroom teacher practical application of methods in solving reading problems. It will include sample lessons and demonstration of remedial methods. *Prerequisite: a minimum of 3 semester hours of graduate level course work in reading or consent of the Program Director.*

EDN 5350. Psychology of Reading (3 hours)
A study of the psychological factors in learning to read, in reading ability, in reading disabilities, and in the bases for instructional methods and materials in reading. Topics will range from perception and learning theory to the implications of cultural differences and language factors as they affect both the child's learning to read and the teacher's effective facilitation of this learning. Field Experience required.

EDN 5380. Advanced Diagnosis of Reading Difficulties (3 hours)
This course is designed to provide the reading teacher with advanced study in the determination and evaluation of reading difficulties. Students will be expected to complete, under supervision, in-depth case studies of children with suspected reading difficulties. *Prerequisite: EDN 5340 or the equivalent.*

EDN 5390. Reading Clinic (3 hours)
This course is designed to provide the reading teacher with practical experiences remediating students' reading difficulties. The reading teacher will work one-on-one and with small groups of children in a supervised laboratory setting. *Prerequisite: EDN 5380, or may be taken concurrently with EDN 5380.*

EDN 5400. Preparation and Selection of Materials for Teaching Reading (3 hours)
This advanced level course is designed to enable the reading teacher to evaluate and select materials in terms of specific instructional situations and needs. Additional emphasis will be given to the processes of design, development, and preparation of instructional materials for specific reading instructional needs. *Prerequisite: 15 semester hours of graduate level course work in reading; recommendation of graduate advisor; and consent of instructor.*

EDN 5410. Curricular Contexts and Choices (K-6) (3 hours)
This course helps the teacher use conceptual frameworks for teaching and learning to prepare an envi-

ronment for learning. Teacher decisions during the preparation phase include 1) the establishment of long-range goals for groups of learners and individual learners, 2) the selection of measures to assess those goals, 3) the organization, structure, and sequence of the curriculum, 4) approaches to learner motivation and engagement, 5) the organization of children for learning, 6) establishing routines for managing learners and teaching tasks in the learning environment, 7) selection, development, and acquisition of instructional resources, 8) communication and involvement of families, 9) accommodating the environment for special needs children, and 10) establishing team and collaborative efforts with colleagues and other resource persons in the school and community. *Prerequisites: EDN 5500, 5650, 5660 or permission of the instructor.*

EDN 5430. Professional Seminar in Reading II (1 hour)
The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. *Prerequisite: Completion of Strand I.*

EDN 5500. Applied Educational Psychology (3 hours)
Emphasis is on using principles of learning, development, motivation, management, and assessment to validate and/or modify teacher decisions about the diverse needs of learners in socially responsible learning environments. Students design improvement plans based on areas such as multiple intelligence theory, cognitive processing, brain research, cooperative learning, inclusion, multiculturalism, and discipline. Field experience required.

EDN 5520. Psychology of the Emerging Adolescent (6-9) (3 hours)
An analysis of the implications of physical, cognitive, socio-emotional, and moral development as they influence the behavior, learning, and adjustment of emerging adolescents. The theories of Ericson, Piaget, and Adler will be examined. Practical classroom application of theory and research will be emphasized.

EDN 5530. Development, Culture, and Learning (K-6) (3 hours)
The purpose of this course is to help teachers develop contextualized perceptions of diverse learners and their educational needs based on information about children's family life, culture, and stage of development (typical or atypical). Teachers will learn how to establish a baseline for children's development and learning, accommodate developmental and cultural diversity in groups of learners, and align curriculum. Teachers will explore ways to actively involve families in their children's education. *Prerequisites: EDN 5500, 5650, 5660 or permission of the instructor.*

EDN 5600. Sociological Foundations of Education (3 hours)
Contemporary social problems and subcultures which relate to patterns of public education. A sociological analysis of the nature of the school and its impact on the community and on patterns of instruction. Anthropological and sociological materials will be employed.

EDN 5610. Diagnosis, Assessment, and Instruction in Reading (3 hours)
This course will assist the literacy specialist in locating causes of reading difficulties, diagnosing, and prescribing corrective procedures. It is designed to give the literacy specialist practical application of methods in solving reading problems. Published case studies are analyzed and original case studies developed which include observations, use of evaluation methods proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Review and critique sessions with colleagues are conducted at spaced intervals during the course. Teachers work one-on-one or in small groups of children in a practicum setting. *Prerequisite: Completion of Strand II.*

EDN 5620. Advanced Educational Assessment (3 hours)
This course is designed to address principles, theories, and techniques of educational measurement and classroom assessment. Topics addressed in this course are assessment techniques; interpreting

test results; political, philosophical, and ethical issues in testing and assessment; and applications to classroom, district, and state testing programs.

EDN 5630. Professional Seminar in Reading III (1 hour)
The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. *Prerequisites: Completion of Strands I and II and 18 hours of reading courses.*

EDN 5650. Applied Philosophy of Education (3 hours)
Emphasis is on acquiring the knowledge, skills, and dispositions needed for reflective teaching, including the articulation of a philosophical theoretical position on teaching, language, and learning for use in planning, implementing, and evaluating practice. Students will analyze the philosophical and theoretical assumptions underlying various models of teaching and, learning. The process of constructing a professional portfolio based on NBPT'S guidelines frames course activities.

EDN 5660. Applied Educational Research (3 hours)
Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community. Field experience required.

EDN 5740. Reading Practicum (3 hours)
In this course, students have practical experience remediating diverse students' reading difficulties in classroom settings, using a variety of instructional, management, and assessment strategies. Review and critique sessions with colleagues are conducted at spaced intervals during the course. *Prerequisite: EDN 5340 or consent of the Program Director.*

EDN 5750. Advanced Diagnosis of Reading Difficulties (3 hours)
In this course, teachers work one-on-one or in small groups of children in a supervised laboratory setting. Published case studies are analyzed and original case-studies developed which include observations, use of evaluation methods, proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Case studies are presented to colleagues for review and refinement. *Prerequisite: EDN 5740 or consent of the Program Director.*

EDN 5760. Advanced Methods for Middle Grades Instruction
Course is designed to identify appropriate student learning goals; design learning experiences that include a variety of developmentally appropriate instructional strategies; manage a range of students, materials, and classroom activities; and honor students' diversity with respect to learning style, motivation, race/ethnicity, gender, and language proficiency.

EDN 5800. Effective Instructional Practices (3 hours)
This course explores the development of effective instructional practices designed to significantly improve the academic success of all students. Topics covered in the class include (but are not limited to): responsiveness to students' needs, reading and writing in the content areas, lesson planning, instructional expectations, technology integration, classroom management, higher-order thinking skills, and diversity. Field experience required.

EDN 5810. Internship (3 hours)
Ten week, full-time internship experiences in an off-campus public school setting appropriate for the licensure area. *Prerequisite: Approval of Graduate Program Director.*

EDN 5820. Instructional Development (3 hours)
This course provides students with the knowledge and skills required for designing and evaluating

instructional plans, units, and educational programs. Topics will include types of learning, learning hierarchies, task analysis, educational goal and objective formulation, assessing learner entry skills, and evaluation. The course will include a variety of activities with a strong emphasis on group problem solving and individual projects. Field experience required.

EDN 5900. Advanced Practicum in Teaching (K-6) (3 hours)
A support seminar for M.A.Ed. candidates during the year they are completing the application process for National Board Certification, including preparation for written assessments. A National Board Certified teacher, a faulty advisor, and or an NBC evaluator will be part of the support group. *By arrangement. Fall. Prerequisite: Completion of M.A.Ed. course requirements*

EDN 5950. Professional Development and Leadership Seminar (3 hours)
This is the capstone experience for teachers completing the M.A.Ed. in Elementary Education. Teachers integrate the knowledge and insights gained from experiences in previous courses into final revisions of their conceptual frameworks and related plans. Based on updated self-assessment, teachers also develop goals for future professional development. Leadership projects are finalized, published and submitted for review by the elementary education graduate faculty. *(Teachers choosing National Board Certification as a program product will apply for candidacy at this time.)*

EDN 5990. Independent Study (3 hours)
An independent study of the problems and issues of education relevant to the student's major study areas or areas of concentration carried out by the student at the University and in the field under the supervision of the student's major advisor.

EDN 6000. Thesis in Education (3 - 6 hours)
The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. *Prerequisite: Completion of 21 semester hours of graduate work; EDN 5660; permission of the student's major advisor; and permission of the Dean of Graduate Studies.*

EDNS 5xxx. Special Topics (1-3 hours)
Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. *Prerequisite: Permission of instructor.*

SCHOOL COUNSELING (SCN)

SCN 5000. The Professional School Counselor
This course is a foundational course to prepare school counselors as leaders who strengthen elementary, middle and secondary education and also serve as effective change agents in a multicultural environment. The content of the course includes an overview of the functional skills necessary for the delivery of a school counseling program and the principles underlying the work of the school counselor. Emphasis is placed upon the role of the counselor as an advocate for student success in school and life. Professional skills are introduced in six arenas: advocacy, consultation, collaboration, counseling, effective use of data, and leadership. Technology will be integrated throughout the course. Credit, 3 semester hours.

SCN 5050. The Helping Relationship
The course provides an overview of basic helping/interviewing skill building through practice and feedback to develop personal strengths in counseling. This course also provides students with an orientation to professional counseling organizations, the developmental history of the counseling profession, as well as ethical, legal, and professional issues. Credit, 3 semester hours.

SCN 5100. Group Processes in Schools
The study and practice of basic group counseling theories and dynamics with emphasis on techniques

and application, ethical responsibility and current trends with experiential opportunities provided. This course stresses development of effective group counseling leadership skills and knowledge of organizing, implementing, and evaluating small group counseling and group classroom activities in the schools. Also included are methods for designing and making presentations to faculty, parents, and the community. Credit, 3 semester hours.

SCN 5200. School Consultation

The course introduces various concepts, models, and methods of school consultation. Emphasis will be placed on developing the skills needed to effectively work with parents, teachers, and other staff in a school setting. Students will use knowledge from the course to develop an applied project. Credit, 3 semester hours.

SCN 5250. Counseling Children and Adolescents, P-12

This course acquaints prospective counselors with descriptive, research-based knowledge that contributes to working with children and adolescents. It includes a practical application of developmental theory as well as the counseling process. Also covered are play media, working with parents, and working with special needs children. Credit, 3 semester hours.

SCN 5300. School Counselor as Leader and Advocate

This course focuses on improving the practice of school counselors in the following roles: program development, use of assessments, advocacy for system change, and use of data for system change. Special emphasis is placed on the development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within school and between schools and communities. Credit, 3 semester hours.

SCN 5410. Career Development Through the Lifespan (PCN 5410)

A counseling-oriented course designed to enable the student to understand the psychosocial dynamics of career development choices through the lifespan. Students will learn the major theories of career decision-making processes and the relationship between career development and lifestyle choices. Students will demonstrate career counseling techniques with individuals and groups. Students will be provided an opportunity to participate in role plays, activities, and extensive research projects. Credit, 3 semester hours. PREREQ: PCN 5000 or SCN 5050, and PCN 5150.

SCN 5500. Research and Program Evaluation

This course is designed to provide counselors with the research knowledge and skills necessary to evaluate individual and group counseling interventions, as well as educational programs. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs. Counselors in training will also learn how to communicate data and findings to others to effect change and to act as advocates for students/clients. Students must have access to Internet and the most current versions of SPSS and Microsoft Excel. Computer labs on campus will provide access to these programs. Credit, 3 semester hours.

SCN 5600. Assessment and the Effective Use of Data in Schools

The course introduces measurement theory and the application of measurement, assessment, and evaluation principles for learning in educational environments. The purpose of this course is to help educational professionals to develop proficiency in the use of test scores as data to make decisions that relate to student achievement. Course participants will learn how to evaluate psychometric instruments and interpret various test scores. Additionally, students will learn how to use test data to gain equal opportunities for all students, how to use test data to identify and target areas for support when needed, and how to use test data to advocate and effect change within the school, school system, and community. Credit, 3 semester hours.

SCN 6000. School Counseling Practicum

This course emphasizes supervision of individual and group counseling and guidance conducted in

school settings. Special attention is paid to the development of skills and interventions. The foundation for the course is brief counseling approaches. A return to campus for weekly individual supervision is a requirement of the course. A minimum of 100 hours is required. Credit, 3 semester hours. PREREQ: Permission of Program Director and 36 hours of coursework, not including electives.

SCN 6110. School Counseling Internship

The internship is designed to provide advanced professional counseling experience for graduate students in school counseling. The professional school counseling intern participates in supervised counseling sessions and comprehensive program activities and services in an approved school setting. A minimum of 200 hours of work is required under the supervision of a practicing school counselor. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: SCN 6000.

MASTER OF ARTS IN ART EDUCATION (M.A.)

Director: Ann Horton-Lopez

Program Description

The M.A.: Art Education program is intended to serve as an extension of the established undergraduate art education program and provide individualization of instruction and program offerings beyond the baccalaureate for those individuals who wish to pursue a higher level of achievement in their chosen field.

The Masters of Arts in Art Education program will extend the NCDPI competencies currently required for initial Standard Professional I licensure by extending the art educator's knowledge base and competencies by analytically reading art education professional literature, analyzing and discussing art education publications, theories, current practices in education and research. The program will extend the educator's competencies through self-reflection and self-evaluation of planning skills, research, computer competencies, as well as through advance study of curriculum content, methods of organizing for instruction, materials, the classroom environment, and knowledge of the students and their needs. With this additional knowledge and experience, the art teacher will be prepared to take the role of a collaborative leader and the responsibilities for guiding colleagues in their planning.

Program Goals

The goals and objectives of the Art Education graduate program reflect a clear conception of the roles and responsibilities of master teachers in art education. The graduate students will accomplish the following goals and objectives of the UNCP M.A.: Art Education Program:

1. Professional Educational Growth and Instructional Mastery:
   - Analytically reads art education professional literature;
   - Analyzes and discusses art education philosophies, theories, current practices, and research findings;
   - Designs and applies coherent, rigorous and consistent instruction based on theoretical, philosophical and research-based information to improve student learning;
   - Incorporates research findings into curriculum development and classroom instructional strategies to improve student learning;
   - Add to their current knowledge base and competencies to integrate content information from other disciplines with art education and art history;
2. Knowledge of Students and their Environment:
   - Develops an advanced knowledge of child development in art;
   - Creates a classroom environment that promotes understanding, acceptance and respect for all students;
   - Demonstrates appropriate depth and breadth of knowledge of the learner, learning process, diverse learning styles and abilities, and evaluation procedures.
   - Creates a classroom environment that promotes success for all students;
   - Seeks art activities to increase understanding of diverse cultures/people;
   - Modifies instruction to meet the needs of challenged, exceptional and diverse learners;
   - Analyzes, diagnoses, and prescribes instruction that furthers student learning.
3. Appropriate Research Experiences:
   - Enriches their skills in data gathering, diagnosis, and prescription to employ methods to improve instruction and student achievement.
   - Analyzes educational problems and suggests appropriate adjustments based on data gathering, analysis, and conclusion.
   - Adapts instruction and learning environments based on evaluation of student learning problems and successes.
   - Monitors the effects of instructions, learning environments, adaptations and materials for students' learning and actions.

Studies appropriate research methodologies, trends and issues, research and selected readings in art education, research procedures in art education, and areas needing further research;

4. Linking Art Education to the Learners' Needs.
   Ability to apply research data to practical life experiences to enhance classroom performance;
   Teaching of reading and writing in art education and in content areas, when integrated with the visual arts;
   Exhibits advanced knowledge in art education as defined by the State of North Carolina course of study;
   Uses technology to create learning environments that encourage and support students' learning;
   Demonstrates initiative in linking subject matter to students' knowledge and experiences.
   Exhibits advance methods of preparation, implementation and evaluation of instruction for student's diverse learning needs.
   Searches, promotes, uses, and evaluates the best teaching practices for each course taught;
   Regards the variation between learning behaviors and results expected in communities having varying differences;
5. Professional Development and Leadership:
   Uses technology to improve and promote the interest of teaching and other professional activities;
   Keeps abreast of developments in art education and issues related to teaching;
   Demonstrates initiative in inquiry and seeks to apply exemplary methods for improvement of the curriculum and educational setting;
   Demonstrates commitment by participation in professional activities and provides leadership to colleagues and communities through collaboration;
   Takes advantage of opportunities to share ideas and learn from colleagues, educators and parents for enhancement of students' education;
   Works jointly with others in the collective role of leadership and mentorship activities to solve educational problems in the classroom, school system, and community.

Requirements for a Master of Arts in Art Education	**Sem. Hrs.**
Required Professional Studies Core	9
EDN 5500 - Applied Educational Psychology	
EDN 5650 - Applied Philosophy of Education (Prereq: EDN 5500)	
EDN 5660 - Applied Educational Research	
Specialty Area Requirements	
A. Guided Course Work Emphasizing Art Education	15
The specific number of semester hours and areas of study required of the student will be determined on the basis of the student's prior background in Art Education at the time of entry into the Program. Courses will be selected from the following:	
ART 5000 - Art in the Elementary School	
ART 5010 - Survey of Art Education	
ART 5020 - Curricula in Art Education	
ART 5030 - Review of Research in Art Education	
ART 5040 - History and Philosophy of Art Education	
ART 5050 - Teaching of Art History in the Art Education Classroom	
ART 5100 - Independent Study	
B. Guided Electives: Art 5100, 5000, 5010; EDN 5530, 5210, 5300	3-6

C. Independent Study 3-6
D. Thesis Options 6

1. The student may elect to do a thesis dealing with a significant problem or inquiry in the field of art education (ART 6000 - 3 credit hrs.; may be repeated once).
2. A student may elect an art studio concentration (6 credit hrs). A thesis concerning a reflection of the student's work and his or her philosophy of art and art education will be submitted with the student's work. Prerequisites: the student submits a portfolio of slides or digital images of his or her work to indicate competence in a selected studio concentration.

Total Hours (Minimum): 36

COURSES

ART DEPARTMENT (ART)

ART 5000. Art in the Elementary School (3)

This course is designed to provide the general classroom teacher with various aspects of extending content information with art. Emphasis will be placed upon philosophies associated with elementary school art education, extending content information, art curriculum for the exceptional child, and the use of specific art tools, media, materials, and techniques. Students will acquire competency in instruction and art production to enhance active learning in the classroom.

ART 5010. Survey of Art Education (3)

Provides survey of development of art education and problems in the field by means of a critical inquiry. Trends and Issues are examined. Prerequisite: graduate standing.

ART 5020. Curricula in Art Education (3)

Advanced study of art education curricula, with option for elementary or secondary emphasis. Study of exemplary art programs, standards of quality, curriculum models, curriculum design and construction, concomitant instructional methods, and evaluation. Prerequisite: graduate standing.

ART 5030. Research in Art Education (3)

Studies of appropriate research methodologies, research and selected readings in art education. Includes research procedures in art education, recent studies, areas needing further research, Prerequisite: graduate standing.

ART 5040. History and Philosophy of Art Education (3)

Critical analysis of objectives, current theories, and texts that are shaped by the visual arts, history, philosophy, aesthetics, the behavioral sciences, and recent trends in art education. The sociopolitical currents that have shaped art education, and visual art itself, are examined. Prerequisite: graduate standing

ART 5050. The Teaching of Art History in the Art Education Classroom (3)

Recent theories in the fields of art education concerning curricula in art history. This course includes the development of competency in art history, methods and diverse inquiry procedures. Prerequisite: graduate standing.

ART 5060. Applied Art Education Pedagogy and Production (3)

This course is designed to fulfill MAT: Art Education graduate students' individual and specific needs, especially in studio(s) and/or method(s) courses.

ART 5100. Independent Study (3)
This course is designed to fulfill individual and specific needs of M.A.: Art Education graduate students' particular area of advanced study. Directed reading, research, production and problem solving in the student's area or areas of art studio elective(s) or art studio concentration are carried out by the student at the University and in the field under the supervision of the student's major advisor and instructor. Course is repeatable with consent of the instructor. Prerequisites: Graduate standing and, for Thesis Option II, the student must submit a portfolio of slides of her or his work to indicate his or her competence in selected studio concentration. The Art Department faculty juries the portfolio, and the concentration faculty, Graduate Coordinator, and Department Chair jury work produced in studio area for the graduate exhibit. Course may be repeated.

ART 5810. Internship in K-12 Art Education (3)
Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 Art licensure. Prerequisite: Approval of the Art Education Program Director.

ART 6000. Thesis in Art Education (3)
The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. Prerequisites: Completion of 18 semester hours of graduate work; EDN 5660; permission of the student's major advisor; permission of the Dean of Graduate Studies. The six required hours of thesis credit are earned by registering for this course in two separate semesters.

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program.

THE MASTER OF ARTS IN ENGLISH EDUCATION (M.A.)

Director: Roger A. Ladd

The curriculum in the Master of Arts in English Education affirms the richness of language and literature produced by diverse groups. Thus, the program offers courses in language, literacy, literature, and pedagogy. Core courses and electives within a chosen emphasis expand students' personal, intellectual, and professional horizons through classroom experiences and opportunities for travel.

Inservice teachers who are admitted with initial licensure will be recommended for the North Carolina M license in English upon successful completion of the program. The UNCP Graduate Program in English Education is approved by the Department of Public Instruction for Advanced Licensure in English and is one of the few programs in the state offering courses leading to add-on ESL licensure. Furthermore, program goals and objectives are aligned with National Board Certification standards.

College graduates with backgrounds in English or related fields who are admitted to the program seek advanced knowledge and skills in language, literacy, and literature for various personal and professional proposes, including preparation to teach in community colleges.

Through graduate course work, candidates for the Master of Arts in English Education acquire, extend, synthesize, apply, and reflect upon their knowledge, expertise, and experience in literature, literacy, and pedagogy. The culminating product of the graduate experience is a Capstone Portfolio and Presentation, in which the candidate demonstrates a clearly articulated, coherent philosophy of teaching literacy and literature. This philosophy demonstrates the candidate's proficiency in those areas that constitute program goals:

1. Instructional Expertise
2. Knowledge of Learners
3. Research
4. Content Knowledge
5. Professional Reflection, Development, and Leadership

Requirements for a Master of Arts in English Education	Sem. Hrs.
A. Core Courses (12 hours required)	12
ENG 5000—Literacy and Literature in Context: Curricula, Assessment, and Reform	
EED 5510—The Teaching of Writing: Theory and Practice	
EED 5520—The Teaching of Literature: Theories, Issues, and Practices	
EDN 5660—Applied Educational Research	
B. Literacy Emphasis (6 hours required; up to 18 hours accepted)	6 - 18
ENG 5100—Rhetorical Grammar	
ENG 5200—Issues in Contemporary American English	
ENG 5230—Advanced Creative Writing	
SPE 5230—Spoken Communication	
ENG 5440, 5450—Process Writing	
ENG 5500—Advanced Nonfiction Writing	
ENG 5810—Phonetics and Phonology (fall odd years)*	
ENG 5830—Second Language Acquisition (spring even years)*	
ENG 5850—Cultural Issues of English as a Second Language (fall even years)*	
TESL 5890—Applied Pedagogy of Teaching English as a Second Language (spring odd years)*	
ENGS 5xxx—Special Topics in Literacy	

C. Literature Emphasis (6 hours required; up to 18 hours accepted) 6 - 18
ENG 5030—North Carolina Literature
ENG 5050— Native American Literature
ENG 5300— Theories and Methods of Literary Research
ENG 5610—Shakespeare Studies
ENG 5650—Americans in Paris
ENG 5750—Film Studies
ENGS 5xxx — Author Seminar
ENGS 5xxx — Literary Topic Seminar
ENGS 5xxx — Literary Period Seminar
ENGS 5xxx — Literary Genre Seminar
ENGS 5700-5750—Expanding Canon Seminar

D. Thesis (0 hours required; 6 hours accepted) 0 - 6
ENG 6010—Three-Credit Thesis
ENG 6020— Six-Credit Thesis I
ENG 6030— Six-Credit Thesis II
Thesis credit (3 - 6 hours) will be awarded under B. Literacy Emphasis or C. Literature Emphasis, depending on the topic. Students writing a thesis must also take six hours of course work in the Emphasis in which thesis credit is awarded.

E. **Capstone Portfolio and Presentation** is the culminating experience of the graduate program and takes place during the last semester (fall or spring) of the candidate's course work.

Program Total: 36

*Indicates courses leading to Graduate Add-On Licensure in ESL; candidates for this licensure must have taken ENG 3460—Aspects of the English Language and ENG 3710—English Grammar or their equivalents.

The degree must be completed within five years of admission to the program. Students should note rotation of core courses and schedule their capstone experience to assure completion of all requirements in a timely manner.

COURSES

These courses are grouped into five areas (see above for English Education program requirements). Some courses fulfill requirements for students enrolled in other graduate programs.

A. CORE COURSES

(also in the core is EDN 5660, Applied Educational Research—see listing in M.A.Ed. program)

ENG 5000. Literacy and Literature in Context: Curricula, Assessment, and Reform

Literacy and literature from intersecting historical, global, psychological, socioeconomic, and curricular perspectives; the role of technology; diagnostic, formative, and summative assessment; theory, philosophy, and research into pedagogy addressing students' exceptionalities and multiple intelligences; literacy and literature demands of the N. C. Standard Course of Study and National Board Standard; and findings that delineate how literacy and literature professionals can provide leadership in the twenty-first century. Credit, 3 semester hours.

EED 5510. The Teaching of Writing: Theory and Practice

Study and classroom application of composition theories (current-traditional, expressive, cognitive, social epistemic) and scholarship on writing. Study and application of types of writing, writing assignments, writing curricula and units, and strategies for teaching and assessing writing in English and Language Arts classes (6-12) and college composition courses. Specific topics may include

process writing, writing across the curriculum, integrated language arts, adapting to diverse learners, technology applications, and alignment with the N.C. Standard Course of Study. Credit, 3 semester hours.

EED 5520. The Teaching of Literature: Theories, Issues, and Practices

Theories of literary interpretation and their application to curricula and pedagogy for students with diverse learning styles, cultural backgrounds, and developmental needs; assessment of reading and literature; applications of technology, multidisciplinary approaches, and scholarly research through clinical experiences in literature classes; understanding purposes, genres, and conventions of written, spoken, media texts. Credit, 3 semester hours.

B. LITERACY EMPHASIS

ENG 5100. Rhetorical Grammar

Thorough study of advanced elements of English grammar, with emphasis on grammar knowledge as a rhetorical tool, to help writers understand grammatical choices available to them and the effects those choices have on readers. Grammatical principles are applied to students' own writing. Credit, 3 semester hours.

ENG 5200. Issues in Contemporary American English

Study of the characteristic features of contemporary American English in print and non-print media, dynamic factors in linguistic change, and concerns about the state of American English today. Credit, 3 semester hours.

ENG 5230. Advanced Creative Writing

Study and extensive practice in a variety of literary genres such as fiction, poetry, script and/or play writing, children's literature, and others. Workshop format. Credit, 3 semester hours.

SPE 5230. Spoken Communication

Study of the communication behaviors which influence our casual and business relationships. Review of intrapersonal, interpersonal, interview, group discussion, and public communication. Credit, 3 semester hours.

ENG 5440. Process Writing: Theory

Studies of the theoretical bases of process writing, especially those identified with The National Writing Project and The North Carolina Writing Project. Special attention to sequence in writing, writing to learn, and rhetoric; and to current research related to process writing, responding to and evaluating student writing. Summer Only. PREREQ: (1) Acceptance into North Carolina Writing Project at UNCP, (2) To be taken simultaneously with ENG 5450. Credit, 3 semester hours.

ENG 5450. Process Writing: Practicum

Applications of process writing, especially those identified with the National Writing Project and The North Carolina Writing Project. Special attention to heuristics, conferencing, and to current best practices, including collaborative learning/writing strategies and Writing Across the Curriculum. Summer only. PREREQ: (1) Acceptance into the North Carolina Writing Project at UNCP, (2) To be taken simultaneously with ENG 5440. Credit, 3 semester hours.

ENG 5500. Advanced Nonfiction Writing

Study and extensive practice in expository, persuasive writing, narrative, autobiographical and biographical forms. Topics may include creative non-fiction and modern literary journalism. Credit, 3 semester hours.

*ENG 5810. Phonetics and Phonology

A study of the speech sounds that occur in the languages of the world will cover physiological properties of the speech producing apparatus, phonetic transcription using the international phonetic alphabet, and both theoretical and applied study of phonological patterns. Fall of odd-numbered years. Credit, 3 semester hours.

***ENG 5830. Second Language Acquisition**
An in-depth study of both theoretical issues in second language acquisition and the practical application of theory in the ESL classroom, including learning styles and strategies; the importance of affective factors and socio-cultural factors in language learning; contrastive analysis, interlanguage, and error analysis; and communicative competence. Spring of even-numbered years. Credit, 3 semester hours.

***ENG 5850. Cultural Issues of English as a Second Language**
A study of important cultural issues relevant to the teaching and learning of English as a second language, including bilingualism, differences in cultural patterns of perception and thinking, differences in what is considered appropriate student behavior and appropriate teacher behavior in a variety of cultures, and cultural differences expressed in verbal and non-verbal behavior. The importance of understanding and taking into account the cultural backgrounds of students in the teaching of ESL and the importance of teaching American culture as a part of ESL will also be considered. Fall of even-numbered years. Credit, 3 semester hours.

***TESL 5890. Applied Pedagogy of Teaching English as a Second Language**
Following a review of the pedagogical fundamentals grounded in cognitive, affective, and linguistic principles of second language acquisition, this course will focus on the practical realities of the language classroom, including curriculum development, lesson planning, evaluation of students and programs, and classroom management. Spring of odd-numbered years. Credit, 3 semester hours. PREREQ: ENG 3460, 3710, 5810, 5830, 5850.

*Indicates courses leading to Graduate Add-On Licensure in ESL

ENGS 5xxx (Numbers will vary). Special Topics in Literacy
Study of significant contemporary figures such as Freire, Kozol, Ong, Villanueva, Bahktin, Heath; topics such as rhetorical theory, adult, and/or family literacy. PREREQ: ENG 5000 recommended. Credit, 3 semester hours.

C. LITERATURE EMPHASIS

ENG 5030. North Carolina Literature
Study of critically acclaimed fiction, drama, and poetry by North Carolina writers whose works are representative of contemporary Southern literature. Writers may include Paul Green, Doris Betts, Clyde Edgerton, Kaye Gibbons, Lee Smith, Jill McCorkle, Tim McLaurin, A. R. Ammons. Credit, 3 semester hours.

ENG 5050. Native American Literature
Study of the historical and continuing contributions of Native American authors to literary studies, especially within the United States. Particular attention will be paid to the intersections of Euroamerican and Native American traditions. Topics covered may include, contemporary issues, oral and written traditions, identity, place, colonization, displacement, and differing world views. Credit, 3 semester hours.

ENG 5300. Theories and Methods of Literary Research
Study of the major theoretical approaches to interpreting literature; application of research methodology to study of texts, periods, genres. Credit, 3 semester hours.

ENG 5610. Shakespeare Studies
An intensive study of Shakespeare and his work considering both Early Modern stage practice and Shakespeare's later cultural impact. Course emphasis may vary to include such issues as gender, genre, race, adaptation, and performance. The course may also provide an opportunity for a trip to Shakespeare's England. Credit, 3 semester hours.

ENG 5650. Americans in Paris
Study of works by American writers living and writing in Paris during the 1920's through 1950's and the ways in which the expatriate experience influenced American literature and literary modernism. Writers may include Stein, Hemingway, Fitzgerald, Wright, Baldwin, Miller, and the Beat poets. Students may have the opportunity for travel to Paris for seven to ten days to visit the sites studied during the course. Credit, 3 semester hours.

ENG 5750. Film Studies
An investigation of film in its cultural, social, and historical contexts; the film text in its various configurations, including a discussion of film narrative, film techniques, film history, the development of the medium and the industry, as well as a study of theory, criticism, and analysis. Topics may vary to include studies of critical methods, genre, directors, national cinema, and movements in film history. Credit, 3 semester hours.

ENGS 5xxx (Numbers will vary). Author Seminar
A seminar approach to the study of a literary figure whose substantial literary corpus may be investigated through primary texts, major scholarship, theoretical approaches, and bibliographical and textual study that situate the author within a particular literary, historical, or cultural framework. Credit, 3 semester hours.

ENGS 5xxx (Numbers will vary). Literary Topic Seminar
A seminar approach to the study of a particular, possibly interdisciplinary, topic in literary study. Topics may include literary theory, literature and the arts, Biblical literature, literature and myth. Credit, 3 semester hours.

ENGS 5xxx (Numbers will vary). Literary Period Seminar
A seminar approach to the study of a significant period of American, British, or world literature; texts are examined for the characteristics that define the period and as evidence of literary, historical, and cultural contexts. Possible periods for study are Medieval British Literature, English Romanticism, Literature of the English Renaissance, American Transcendentalism, American Literary Realism, Eighteenth Century Studies, and the Victorian Age. Credit, 3 semester hours.

ENGS 5xxx (Numbers will vary). Literary Genre Seminar
A seminar approach to the study of a particular literary genre or sub-genre seen in its genesis, maturation, and subsequent influence; possible topics include Courtly Literature, Romantic Poetry, Modern Poetry, The Bildungsroman, The Short Story, Modern World Drama, The Epic. Credit, 3 semester hours.

ENGS 5700-5750. Expanding Canon Seminar
A seminar approach to the study of a significant author, topic, period, or genre related to the expanding canon. The focus of this course might include Native American, African-American, Asian American, Women's, Latino/a, Post Colonial, regional, working-class, or other literatures. Credit, 3 semester hours.

D. THESIS

ENG 6010. Three-Credit Thesis
A research paper produced during one semester, of at least 25-30 pages, that substantially develops through extensive revision a research paper that earned an A in a course taken during the student's first 21 hours in the Master of Arts in English Education; expanded research and writing under the direction of a faculty advisor (in whose course the original paper was submitted) and second reader who schedule meetings and submission of work throughout the semester. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. PREREQ: Completion of 21 hours of graduate work. Credit, 3 semester hours.

ENG 6020. Six-Credit Thesis I

The first of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic the student has not yet explored in a research paper previously submitted in a course taken during the student's first 21 hours in the Master of Arts in English Education; extensive, focused research and writing under the direction of a faculty advisor and two other graduate faculty members who schedule the student's meetings and submission of work. ENG 602 earns a grade of Satisfactory (Pass) upon the student's successful review of relevant primary and secondary sources culminating in an acceptable annotated bibliography and prospectus. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Credit, 3 semester hours. PREREQ: Completion of 21 hours of graduate work.

ENG 6030. Six-Credit Thesis II

The second of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic the student has not yet explored in a research paper previously submitted in a course taken during the student's first 21 hours in the Master of Arts in English Education; extensive, focused research and writing under the direction of a faculty advisor and two other graduate faculty members who schedule the student's meetings and submission of work. ENG 603 consists of the student's drafting, revising, and submitting the completed, successful thesis to earn a grade of Satisfactory (Pass). Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Credit, 3 semester hours. PREREQ: Completion of 21 hours of graduate work.

E. INTERNSHIP

****EED 5810. Internship in Secondary English Education**

Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 English licensure. Credit, 3 semester hours. PREREQ: Approval of the English Education Program Director.

****TESL 5810. Internship in TESOL**

Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 ESL licensure. Credit, 3 semester hours. PREREQ: Approval of the English Education Program Director.

**Required for M.A.T. candidates; see M.A.T. Program Handbook.

MASTER OF ARTS IN MATHEMATICS EDUCATION (M.A.)

Director: Joseph Goldston

Sir Isaac Newton made the statement, "If I have seen further than others, it is because I have stood on the shoulder of giants." In this statement, Sir Isaac Newton gave the essence of mathematics; it is a body of knowledge accumulated through cultural and historical development, and it is a shared experience.

Program Description

The Master's of Arts in Mathematics Education Program seeks to build upon the undergraduate degree through the extension of the width and breadth of students' mathematics background and through the enhancement of those skills and attributes which assist in the improvement of learning and teaching. The program's conceptual framework is based upon the premise of extending the experienced teacher's instructional background in those subject areas that are pertinent to the secondary curriculum: function, algebra, and geometry. The extension of the instructional background is contained within the casing of problem solving and research. Problem solving and research should promote data collection, analysis, reflective thought, conjecture, and assessment which provide collaborative leadership to other experienced practitioners. The growth will be demonstrated through the capstone project of the Portfolio and the comprehensive exams.

Program Goals

The educational objectives of the program are

1. to provide students with a solid foundation and understanding of mathematics;
2. to enable students through study to appreciate both the aesthetic and practical aspects of mathematics.
3. to provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times;
4. to provide students with current theories regarding the psychological development of the learner, and an understanding of human dynamics found in the home, the school, and the community;
5. to demonstrate methods of evaluating student learning, textbooks, curriculum educational techniques, and the educational process as a whole;
6. to prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others;
7. to provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology; and
8. to stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meetings, and inservice programs.

Requirements for a Master of Arts in Mathematics Education	Sem. Hrs.
Required Professional Studies Core	9
EDN 5500. Applied Educational Psychology	
EDN 5650. Applied Philosophy of Education	
EDN 5660. Applied Educational Research	
Specialty Area Requirements	
Mathematics Education	6
MAT 5000 Curriculum Development and Evaluation in Mathematics Education	
MAT 5010 Theoretical Bases of Math Instruction	

Mathematics 21

1. **Analysis (6 hrs)**

Choose 2 of the 3 below; others may be used as electives

MAT 5230 Real Analysis
MAT 5320 Advanced Calculus for the Math Teacher
MAT 5440 Complex Analysis for the Math Teacher

2. **Algebra and Number Theory (3 hrs)**

Choose one of the 3 below; others may be used as electives

MAT 5120 Advanced Topics in Linear Algebra
MAT 5150 Topics in Number Theory
MAT 5260 Special Topics in Abstract Algebra

3. **Geometry and Topology (3 hrs)**

Choose 1 of the 2 below; the other may be used as an electives

MAT 5100 Point Set Topology (offered on alternate years.)
MAT 5110 Advanced Topics in Geometry (offered on alternate years.)

4. **Applied Mathematics (3 hrs)**

MAT 5030 Elements of Problem Solving (required)

5. **Mathematics Electives (3-6 hrs)**

May be chosen from math courses in above 4 sections or those listed below

MAT 5020 History of Mathematics (if not taken as an undergraduate)
MAT 5060 Statistics and Probability for Math Teachers
MAT 5070 Discrete Mathematics for Math Teachers
CSC 5050 Current Topics in Computers in Education

6. **Thesis (0-3 hrs)** option may replace 3 semester hours of the math electives.

MAT 6000 Thesis in Mathematics Education

Total (minimum): 36

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program.

COURSES

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT (CSC/MAT)

CSC 5050. Current Topics in Computers in Education

An inservice course in the comparison and evaluation of computer hardware configurations and computer software packages for the classroom. The mechanics of setting up a computer network. A consideration of the effect that computers in the classroom have on curriculum development. A laboratory experience will be an integral part of the course.

CSC 5080. Computer Graphics for the Mathematics Teacher

This course introduces graphics appropriate to classroom settings at the pre-college level. Graphics that will be dealt with include various algebraic, geometric, and trigonometric relations. Methods that will be used include direct programming as well as the introduction of commercially available software designed for this purpose.

CSC 5090. Programming and Algorithms for the Mathematics Teacher I

Techniques for problem solving in a mathematical setting through programming in a high level language. The efficiency of algorithms and the design of programs are considered. CSC 2020 or its equivalent is required background for this course.

CSC 5100. Programming and Algorithms for the Mathematics Teacher II
Advanced techniques for problem solving in a mathematics setting through programming in a high level language. Emphasis is given to data structures and object-oriented design. An individual in-depth programming project including design, implementation, testing, and documentation of each phase is required. PREREQ: CSC 5090 or instructor permission.

CSC 5110. Computer Hardware in an Educational Setting
A study of the various components that make up computer configurations in public school settings. Comparison of the various types of computer hardware available for use in the school. Particular attention will be given to evaluation of hardware for laboratory situations with both individual and networking of computers and computer terminals.

CSC 5120. Database Management for Teachers
Goals of DBMS including data independence, relationships, logical organizations, schema and subschema. Designing databases including lossless join, dependence preserving normal form decompositions. Using relational database management systems. Constructing applications which include databases. Data integrity and reliability. As announced. Credit, 3 semester hours. PREREQ: CSC 5100 or permission of instructor and program coordinator.

CSC 5130. Computer Systems for Teachers
Basic logic design; sequential circuits; digital storage and access. Computer structure, machine and assembly language, and addressing modes. I/O and interrupt structure. Operating system concepts. Examples from microcomputer operating systems. As announced. Credit, 3 semester hours. PREREQ: CSC 5100 or permission of instructor and program coordinator.

MAT 5000. Curriculum Development and Evaluation in Mathematics Education
A critical study of current issues, trends, and the design and evaluation of curriculum in mathematics education. Students will develop, use, and evaluate a teaching unit as a major part of the work in this course. Required of all master's candidates in mathematics education.

MAT 5010. Theoretical Bases of Mathematics Instruction
An advanced study of the theoretical bases of mathematical instruction, including philosophical and psychological concerns. Instructional theories from the field of mathematics education will be examined, together with the research that supports these theories.

MAT 5020. History of Mathematics
A historical development of selected topics in mathematics from ancient to modern times. Systems of numeration, geometrical notions, and the development of algebra and analysis with motivational and pedagogical relevance will be given emphasis. Credit will not be allowed for MAT 5020 if student has credit for an undergraduate course in the History of Mathematics.

MAT 5030. Elements of Problem Solving
This course strengthens the student's mathematical problem-solving ability by extensive work with non-routine problems that can be solved by elementary methods. General strategies for creative problem-solving will be emphasized. Meaningful ways of dealing with such problems in the secondary school classroom will constitute a significant part of the course. Required of all master's candidates in mathematics education.

MAT 5050. Elements of Mathematics for the Middle Grades Teacher
The content of this course provides teachers at the middle school level with the mathematics they need in order to be effective in the classroom. Topics include sets, metric geometry, and introductory algebra. These topics will be handled from a problem-solving point of view.

MAT 5060. Statistics and Probability for the Secondary Mathematics Teacher
The emphasis of this course will be on understanding various statistical concepts and techniques in-

cluding measures of central tendency, correlation coefficients, hypothesis testing, analysis of variance, and inferential statistics. The fundamentals of probability that will be discussed include univariate and multivariate distributions, expectation, conditional distributions, and the law of large numbers.

MAT 5070. Discrete Mathematics for the Math Teacher
This course will stress applications of Discrete Mathematics and such discrete techniques as are now, or should be, found at the secondary level. Mathematical modeling will be an underlying concept of the course.

MAT 5100. Point Set Topology
Elements of point set topology, separation properties, compactness, connectedness, functions, Tietze extension theorem, fundamental group, and covering spaces.

MAT 5110. Advanced Topics in Geometry
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical geometry. Content variable, but chosen to minimize duplication with recent and current MAT 4110 classes.

MAT 5120. Advanced Topics in Linear Algebra
2- and 3-dimensional linear algebra over the numbers; geometric interpretations; and topics chosen to improve secondary teachers' breadth in and knowledge of Linear Algebra.

MAT 5150. Topics in Number Theory
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical number theory. Content variable, but chosen to minimize duplication with recent and current MAT 4150 classes.

MAT 5210. Basic Ideas of Analysis I
A brief survey of the principal ideas and techniques of Calculus. Intended as a refresher course for high school teachers who feel the need for an understanding of Calculus in order to prepare their students for college work.

MAT 5220. Basic Ideas of Analysis II
A continuation of MAT 5210. This course continues developing the principal ideas and techniques of Calculus. Topics considered in 5210 and 5220 will generally coincide with topics covered in a three-semester Calculus sequence. (Any student taking MAT 5210, and MAT 5220, will be required to take three additional semester hours of Analysis.)

MAT 5230. Real Analysis
Real number system; open and closed sets, covering properties, Borel sets. Measurable sets and measurable functions. Lebesque measure and integration, LP spaces.

MAT 5260. Special Topics in Abstract Algebra
Selected topics from group, ring, and field theory that have implications to the secondary curriculum will be chosen for study.

MAT 5320. Advanced Calculus for the Mathematics Teacher
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of advanced calculus. Content variable, but chosen to minimize duplication with recent undergraduate courses in advanced calculus.

MAT 5440. Complex Analysis for the Mathematics Teacher
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of complex analysis. Content variable, but chosen to minimize duplication with recent undergraduate courses in complex analysis.

MAT 5810. Internship in Secondary Mathematics

Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 Mathematics licensure. Credit, 3 semester hours. PREREQ: Approval of the Mathematics Education Program Director.

MAT 6000. Thesis in Mathematics Education

The student prepares a masters degree thesis in Mathematics Education under the direction of a thesis advisor from the Dept. of Math/CSC and the student's thesis committee. Students electing to complete a thesis are still required to take the written comprehensive examinations. May be used to satisfy 3 hours of electives. PREREQ: 21 hours of Graduate Work, MAT 5000, EDN 5660, permission of Math Dept. Chair, Graduate Program Coordinator, and Graduate Dean.

MASTER OF ARTS IN MUSIC EDUCATION (M.A.)

Director: Janita K. Byars

Program Description

The Master of Arts in Music Education program is intended to prepare the experienced, in-service music teacher for full participation in the profession as leader, researcher, and master practitioner. It is designed for music teachers with initial (Standard Professional I) licensure who, after the successful completion of the program, will obtain the North Carolina "M" license in music. The program is designed to promote both teacher autonomy and interdependence through development of individual talents, interests, and philosophies and through growth in competence in the professional practice of music education.

Program Goals and Objectives

The Music Education graduate program is designed to help students engage in inquiry, reflection, and action in order to enhance:

1. The professional lives of teachers in general;
2. The learning and well being of their students;
3. The teaching and learning environments of their schools; and
4. Partnerships with parents and families.

Students will:

1. Strengthen their command of the structures, methodologies, and content of contemporary music education, philosophy, and research;
2. Improve their command of performance and conducting skills;
3. Improve their understanding of music technology, history, literature, theory, and arranging;
4. Demonstrate scholarly competence in the organization, interpretation, and evaluation of knowledge;
5. Demonstrate professional competence and leadership in the communication and dissemination of knowledge to diverse students; and
6. Identify contemporary problems in various aspects of music and music education and design and/or demonstrate proposed solutions with appropriate leadership initiatives.

The culminating Master's projects will reflect the five UNCP Teacher Education Master's Candidate Standards and the core and content standards of the M.A. in Music Education program. As a result, applied music and thesis projects will be authentic in nature and applied in content. Students will design and/or demonstrate proposed solutions to contemporary, clearly identified problems. The portfolio will contain artifacts and relevant data documenting graduate study and related activities. Areas of emphasis include self-evaluation, reflection, and identification of "next steps."

Program-specific admission criteria:

a) Two years of teaching experience or the equivalent.
b) An acceptable audition on one's major instrument/voice.
c) Letter of application that includes a statement of the applicant's philosophy of music education.

Requirements for a Master of Arts in Music Education	Sem. Hrs.
Studies in Supportive Areas	9
EDN 5500 - Applied Educational Psychology	
EDN 5650 - Applied Philosophy of Education (Prereq: EDN 5500)	
EDN 5660 - Applied Educational Research	
Specialty Area Requirements	
A. Major Area	15
MUS 5640-Applied Contemporary Instructional Methodology	
MUS 5650-Applied Philosophy and Leadership of Music Education	
MUS 5660-Applied Research in Music Education	
One of the following (6 hours):	
MUS 5980-Elements of Thesis Writing and MUS 6000-Thesis Project, or MUSP 5500-5870 or MUSP 5000-5370 or MUSP 6500-6860 or MUSP 6000-6370-Applied Music (4 hours) and MUS 6040-Applied Music Project	
B. Other Studies in Music	12
MUS 5730-5760 - Graduate Ensemble	
MUS 5290 - Graduate Conducting	
MUS 5340 - Advanced Arranging	
MUS 5950 - Advanced Study of Music History and Literature	
MUS 5300 - Rehearsal Strategies	
	Total Hours (Minimum): 36

COURSES

MUSIC (MUS)

MUS 5290. Graduate Conducting (2 hours)

A laboratory course that includes the study of choral and instrumental conducting techniques and scores.

MUS 5300. Rehearsal Strategies (2 hours)

A course designed to complement MUS 5290 by offering real-life applications of conducting skills.

MUS 5340. Advanced Arranging (3 hours)

A practical study of arranging for a wide-range of performance media as determined by the student's teaching situation.

MUS 5640. Applied Contemporary Instructional Methodology (3 hours)

A study of current trends in music education relating to music instruction at all levels, K-12.

MUS 5650. Applied Philosophy and Leadership of Music Education (3 hours)

A survey of major philosophical trends in music education from the 18th-century to the present.

MUS 5660. Applied Research in Music Education (3 hours)

Emphasis is on recent research and research methodology in music education as it relates to instructional as well as historical issues.

MUS 5730, 5740, 5750, 5760. Graduate Ensemble (1 hour per semester)

Credit is granted for participation in an ensemble chosen by the student in consultation with his/her graduate advisor.

MUS 5810. Internship in K-12 Music Education (3 hours)
Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 Music licensure. Prerequisite: Approval of the Music Education Program Director.

MUS 5950. Advanced Study of Music History and Literature (3 hours)
A study of select genre of music of music literature to include large-scale choral and instrumental works as well as opera and chamber music to be viewed from a stylistic and developmental viewpoint.

MUS 5980. Elements of Thesis Writing (2 hours)
A seminar class that focuses on elements of thesis writing with particular emphasis on creating an appropriate review of literature.

MUS 5990. Graduate Portfolio (1 hour)
Emphasis is on demonstrating and documenting through a portfolio the knowledge, skills, and behaviors needed for reflective teaching and for community, school, and classroom leadership. Prerequisite: Approval by program director.

MUS 6000. Thesis Project (4 hours)
The student prepares a Master's Degree thesis in the area of the student's major under the direction of the student's major advisor and thesis committee. Pass/Fail. Prereq: Completion of 21 semester hours of graduate work; MUS 5980; EDN 5660; permission of the student's major advisor; and permission of the Dean of Graduate Studies.

MUS 6040. Applied Music Project (2 hours)
Credit is granted for presenting a full (approximately one-hour) recital and supporting document.

APPLIED MUSIC (MUSP)

Private lessons at the graduate level on an instrument/voice of the student's choosing as approved by his/her faculty audition committee.

MUSP 5000, 5010, 6000, 6010. Private Voice (1 hour)
MUSP 5020, 5030, 6020, 6030. Private Piano (1 hour)
MUSP 5040, 5050, 6040, 6050. Private Organ (1 hour)
MUSP 5060, 5070, 6060, 6070. Private Flute (1 hour)
MUSP 5080, 5090, 6080, 6090. Private Oboe (1 hour)
MUSP 5100, 5110, 6100, 6110. Private Clarinet (1 hour)
MUSP 5120, 5130, 6120, 6130. Private Bassoon (1 hour)
MUSP 5140, 5150, 6140, 6150. Private Saxophone (1 hour)
MUSP 5160, 5170, 6160, 6170. Private Trumpet (1 hour)
MUSP 5180, 5190, 6180, 6190. Private French Horn (1 hour)
MUSP 5200, 5210, 6200, 6210. Private Trombone (1 hour)
MUSP 5220, 5230, 6220, 6230. Private Euphonium (1 hour)
MUSP 5240, 5250, 6240, 6250. Private Tuba (1 hour)
MUSP 5260, 5270, 6260, 6270. Private Percussion (1 hour)
MUSP 5280, 5290, 6280, 6290. Private Violin (1 hour)
MUSP 5300, 5310, 6300, 6310. Private Viola (1 hour)
MUSP 5320, 5330, 6320, 6330. Private Violoncello (1 hour)
MUSP 5340, 5350, 6340, 6350. Private Bass Viol (1 hour)
MUSP 5360, 5370, 6360, 6370. Private Guitar (1 hour)
MUSP 5500, 5510, 6500. Private Voice (2 hours)
MUSP 5520, 5530, 6520. Private Piano (2 hours)
MUSP 5540, 5550, 6540. Private Organ (2 hours)
MUSP 5560, 5570, 6560. Private Flute (2 hours)

MUSP 5580, 5590, 6580. Private Oboe (2 hours)
MUSP 5600, 5610, 6600. Private Clarinet (2 hours)
MUSP 5620, 5630, 6620. Private Bassoon (2 hours)
MUSP 5640, 5650, 6640. Private Saxophone (2 hours)
MUSP 5660, 5670, 6660. Private Trumpet (2 hours)
MUSP 5680, 5690, 6680. Private French Horn (2 hours)
MUSP 5700, 5710, 6700. Private Trombone (2 hours)
MUSP 5720, 5730, 6720. Private Euphonium (2 hours)
MUSP 5740, 5750, 6740. Private Tuba (2 hours)
MUSP 5760, 5770, 6760. Private Percussion (2 hours)
MUSP 5780, 5790, 6780. Private Violin (2 hours)
MUSP 5800, 5810, 6800. Private Viola (2 hours)
MUSP 5820, 5830, 6820. Private Violoncello (2 hours)
MUSP 5840, 5850, 6840. Private Bass Viol (2 hours)
MUSP 5860, 5870, 6860. Private Guitar (2 hours)

PHYSICAL EDUCATION (M.A.)
Three Concentrations of Study
36 Total Semester Hours for Each Concentration

Director: Danny Davis

Program Description

To enhance the physical educator's understanding and knowledge of human movement, the graduate program in Physical Education seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to teach it. The graduate program must be broader than the undergraduate's physical education preparation, and to that end, will be a multi-disciplinary study that aims to help inservice teachers prepare for the teaching of physical education at all levels of learning and curriculum preparation. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to teacher-effectiveness.

Program Goals

The graduate program in Physical Education is designed

1. to prepare physical educators in the field of human movement physiology as it relates in the teaching of physical education, athletics, and leisure activities;
2. to extend the graduate student's understanding of the basic principles of educational management, supervision, leadership, and/or administration;
3. to help the graduate student to understand the role of educational psychology in teaching, coaching, and administration;
4. to stress the importance of a sound understanding of legal issues in schools, athletes, recreation, and any movement education facility;
5. to help the graduate student to construct curriculum design in various phases of health, wellness, fitness, physical education, recreation, etc.;
6. to provide an expanded grasp of research trends in the teaching of human movement and healthful living;
7. to help the graduate student to understand the principles of facilities, finances, budgeting, funding, etc., in a variety of sectors;
8. to help the graduate student to develop the ability to objectively review educational issues affecting students, families, sports, and schools.

Requirements for a Master of Arts in Physical Education	Sem. Hrs.
Core Courses	21-27
EXER 5010 Movement and Coaching Physiology	
EXER 5020 Exercise, Sport, and Coaching Psychology	
EXER 5030 Management and Marketing of PE and Athletic Programs	
EXER 5040 Recreation, Leisure, and Tourism	
EXER 5050 Health, Wellness, and Fitness Administration	
EXER 5060 Current Issues, Problems, and Trends in PE and Athletics	
EXER 5070 The Law in PE and Sport	
EDN 5660 Applied Educational Research*	
EXER 5990 Capstone Study	
Concentration	9-15
Choose Physical Education Licensure, Exercise/Fitness, or Sports Administration	
	Total (minimum): 36

Physical Education Licensure Concentration	Sem. Hrs.
Take EXER 5010, 5020, 5030, 5050, 5060, 5070, and 5990 from the core above;	27
Take EDN 5500 and 5660	
Required Professional Studies Core	6
EDN 5500 Applied Educational Psychology*	
EDN 5650 Applied Philosophy of Education*	
Specialty Area Guided Electives (select one of the following):	3
EDN 5120 Exceptionality in Children*	
EDNL 5710 Analyzing Educational Issues**	
EDNL 5720 Ethical and Societal Aspects of Educational Leadership**	
EDNL 5730 School Based Management**	
	Total (min.): 36

*For EDN course descriptions, see listings in M.A.Ed. program.
**For EDNL course descriptions, see listings in M.S.A. program.

Exercise and Fitness Concentration	Sem. Hrs.
Take the 9 core courses above	27
Choose three electives from the list below:	9
PAD 5000 Modern Management and Organization***	
PAD 5010 Organizational Behavior***	
PAD 5040 Financial Resource Administration***	
PAD 5100 Organizational Leadership Seminar***	
PAD 5110 Planning***	
PAD 5360 Administrative Law***	
PAD 5380 Conflict Analysis and Resolution***	
PAD 5520 Principles of Budgeting and Finance***	
HAD 5710 Health Administration and Organization***	
	Total (min.): 36

***For PAD and HAD course descriptions, see listings in M.P.A. degree program

Sports Administration Concentration	Sem. Hrs.
Take 7 of the 9 core courses above	21
Take 15 additional hours, preferably choosing one course from each directed area below:	
1. Budget Area	
PAD 5040 Financial Resource Administration***	
PAD 5520 Principles of Budgeting and Finance***	
2. Leadership Area	
PAD 5000 Modern Management and Organization***	
PAD 5010 Organizational Behavior***	
PAD 5330 Leadership and Change***	
3. Planning and Research Area	
PAD 5050 Analytical Methods***	
PAD 5110 Planning***	

4. Legal Area 15
   PAD 5020 Legal, Policy, and Ethical Issues in Administration***
   PAD 5060 Human Resource Administration***
   PAD 5360 Administrative Law***
5. Resolution Area
   PAD 5120 Decision-Making for Leaders***
   PAD 5300 Organizational Communication***
   PAD 5380 Conflict Analysis and Resolution***

Total (min.): 36

***For PAD course descriptions, see listings in M.P.A. degree program

COURSES

HEALTH, PHYSICAL EDUCATION, AND RECREATION DEPARTMENT (EXER)

EXER 5010. Movement and Coaching Physiology (3)

Course will present concepts of exercise and sport physiology in a practical approach based on researched principles of exercise physiology and applied science as it pertains to various grade levels. Movement analysis of the human body will be studied as to variables, exercise responses, training principles, adaptation, problem-criteria, and modalities. Physiological response in every body system will be explored relevant to various age groups and gender.

EXER 5020. Exercise, Sport, and Coaching Psychology (3)

Course will examine topics related to the potential for optimal human athletic and exercise performance at various life stages. Areas of study will include functional behavior, behavior modification, psychology of human and work motivation, self-assertion, personality, gender differences, visual and auditory perception, and stages and processes of behavior development and decision-making.

EXER 5030. Management and Marketing of PE and Athletic Programs (3)

Course will present a detailed study of marketing principles from the perspective of a school administrator, physical educator, coach, sportsman, athletic director, and/or other related fitness/sports administrators. Specific items of study would include marketing concepts, customer analysis, activity promotion, etc. Management structure and organization will be researched thoroughly. Advertising, public relations, and media strategies will be addressed.

EXER 5040. Recreation, Leisure, and Tourism (3)

A comprehensive study of the basic concepts of organized recreation and its philosophy and implementation. An in-depth overview of practices, methods, and processes of leadership, supervision, staff development, etc. as well as a thorough examination and study of the organization and administration of recreation management, logistics, legal issues, etc.

EXER 5050. Health, Wellness and Fitness Administration (3)

Course will include in-depth coverage of the dimensions of health, wellness & fitness. The course is intended to provide knowledge and skills that will enable humans to achieve an optimal healthy lifestyle regardless of age or gender. Emphasis will be placed on making correct choices based on sound principles of researched and applied science and human biological study. The course will present the various options, strategies, issues and implications surrounding the bases of human wellness.

EXER 5060. Current Issues, Problems, and Trends in PE and Athletics (3)

Course will be designed for formulating, designing, and implementing meaningful research into timely and practical educational issues in physical education and/or athletics. The study of a particular topic(s) of special importance, relevance, and currency to physical educators, athletic directors, coaches, fitness coordinators, department chairs, etc. will be the main theme. Course content may vary with each offering.

EXER 5070. The Law in PE and Sport (3)
Course will be a thorough investigation and review of the legal and judicial issues, cases, and history of litigation in physical education and sport. Case research, analysis of law, and current legal issues that apply to physical educators and coaches will be examined in detail. Professional liability, statutory, and landmark cases in movement education will be studied.

EXER 5990. Capstone Study (3)
Each student must successfully complete an original, rigorous, and significant research project. The capstone project may be a thesis or take another format, but all projects will be supervised by appropriate Physical Education Department graduate faculty. Any project must have prior approval of the Physical Education Graduate Committee.

MASTER OF ARTS IN SCIENCE EDUCATION (M.A.)

Director: Velinda Woriax, Biology

Program Description

The Master of Arts (M.A.) in Science Education program has two concentrations. The Licensure Concentration is designed to prepare currently licensed North Carolina Secondary School Science Teachers for the N.C. Master's/Advanced Competencies License. The program requires 36 s.h. and is a logical extension of two undergraduate science teacher preparation programs currently offered at UNCP; one, the B.S. in Science Education Program and, two, the Biology Education program. Students who completed the B.S. in Science Education Program (science education majors) were eligible for the N.C. Secondary Comprehensive Licensure and were licensed to teach any and all of the science courses offered in N.C. Secondary Schools. Students who completed the Biology Education Program (biology education majors) were eligible for the N.C. Secondary Biology Licensure and were limited to teaching only biology.

The M.A. in Science Education has been designed to provide an opportunity for science teachers who hold either the comprehensive Science License or the Biology License to enter the program and qualify for the N.C. Master's/Advanced License.

While in the M.A. Program, the former undergraduate science ed. major will be required to concentrate in one of four areas of science (12 s.h. in Biology, Chemistry, Physics, or Earth Science) and take nine additional s.h. in the three areas outside of the concentration (no more than 3 s.h. from any one area). The former undergraduate biology ed. major will concentrate in biology (15-18 s.h.) and take an additional 3 s.h. to 6 s.h. in an area or areas outside of biology. Both groups will also take a required core of professional education courses (9 s.h.) and six additional s.h. in science education.

The M.A. in science education will build upon the instructional expertise and leadership qualities and skills of an experienced licensed science teacher by requiring the following qualifications prior to full admission into the program:

1. the applicant must hold either the N.C. Secondary Science Comprehensive License or the Secondary Biology License. Any out-of-state applicants will have to hold licenses deemed equivalent to the N.C. licenses.
2. the applicant must meet all of the graduate school general admission requirements.

The Non-Licensure Concentration in Biology is designed for applicants who meet all of the graduate school general admission requirements for the program with the exception of the teaching licensure requirement. Upon admission to the program, students will be required to sign a waiver of North Carolina Standard Professional I and M level licensure.

Program Goals

The major goals of the program are designed to prepare a student to be able to:

1. Apply the theoretical, philosophical, and research bases for educational practice in secondary school classrooms to improve student learning.
2. Plan, implement, and evaluate instruction that is philosophically consistent with the Constructivist viewpoint.
3. Incorporate knowledge of the nature of the learner, learning process, variations in learning abilities and learning styles, and strategies for evaluating learning in the secondary school classroom.
4. Plan, implement, and evaluate instruction that is responsive to wide variations in students' learning needs and learning styles.
5. Understand and employ methods of research to examine and improve instructional effectiveness and student achievement, particularly in the Constructivist science classroom.
6. Understand and link subject matter and students' developmental and diverse needs in the

context of secondary science classrooms.

7. Plan, implement, and evaluate instruction that reflects intellectual rigor and depth of knowledge in both science content and students' diverse learning needs.
8. Demonstrate self-directed, self-reflective professional behavior and the importance of providing leadership to colleagues and communities through collaboration and participation in state and national science education organizations.

Requirements for a Master of Arts in Science Education	Sem. Hrs.
Required Professional Studies Core	9
EDN 5500 Applied Educational Psychology	
EDN 5650 Applied Philosophy of Education	
EDN 5660 Applied Educational Research	
Specialty Area Requirements	
Science Education Core	6
SCE 5600 Foundations of Science Education (required)	
Choose either (a) or (b) (depending on one's area of concentration):	
(a) SCE 5610 Improving Classroom Instruction in the Life and Earth Sciences	
(b) SCE 5620 Improving Classroom Instruction in the Physical Sciences	
SCES 5630-5730 Special Topics in Science Education (elective)	
A concentration in one of these areas (12 hours)	12
(note: Biology Education majors may choose 15-18 hours in Biology)	
Biology (required for undergraduate Biology Education majors)	
BIO 5100 Marine Biology	
BIO 5120 Topics in Ecology and Environmental Biology	
BIO 5150 Advanced Microbiology	
BIO 5200 Current Trends in Molecular and Cell Biology	
BIO 5250 Evolutionary Botany	
BIO 5350 Evolutionary Zoology	
BIOS 5xxx Special Topics in Biology	
Chemistry	
CHM 5200 Current Trends in Chemistry	
CHM 5480 Historical Perspectives on Chemistry	
CHM 5500 Spectroscopic Methods of Structure Determination	
CHM 5600 Instruments for Chemical Analysis	
CHMS 5xxx Special Topics in Chemistry	
Earth Science	
GLY 5010 Essentials of Earth Science	
GLY 5020 Essentials of Earth History	
GLY 5040 The Physiography and Ecology of the Atlantic Coastal Plain	
GLY 5410 Meteorology and Climatology	
GLYS 5xxx Special Topics in Geology	
Physics	
PHY 5200 Current Trends in Physics	
PHY 5480 Historical Perspectives of Physics	
PHY 5500 Classical Mechanics	
PHY 5600 Modern Physics	
PHYS 5xxx Special Topics in Physics	

Additional courses in the three areas outside of the concentration 9
(note: Science Education majors choose no more than 3 s.h. from any one area; Biology Education majors may choose 3-6 s.h. outside the Biology concentration)

Biology: BIO 5120 or 5200
Chemistry: CHM 5200 or 5480
Earth Science: GLY 5010 or 5020
Physics: PHY 5200 or 5480

Capstone Experience
Each candidate must select and successfully complete either a Master's Research Project or Comprehensive Portfolio as the final product of the program and successfully complete a Comprehensive Exit Oral Interview.

Total: 36

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program.

Requirements for a Master of Arts in Science Education:	**Sem. Hrs.**
Non-Licensure Concentration in Biology	
Required Science Education Courses	6

Choose two of the following:

SCE 5600 Foundations of Science Education
SCE 5610 Improving Classroom Instruction in the Life and Earth Sciences
SCES 5xxx Special Topics in Science Education

Required Science Content Courses 18-21
A minimum of 18 semester hours from the following:

BIO 5100 Marine Biology
BIO 5120 Topics in Ecology and Environmental Biology
BIO 5150 Advanced Microbiology
BIO 5200 Current Trends in Molecular and Cell Biology
BIO 5250 Evolutionary Botany
BIO 5350 Evolutionary Zoology
BIOS 5xxx Special Topics in Biology

Guided Electives 9-12
The program coordinator must approve the elective selections based upon the student's career goals and objectives.

Capstone Experience
Each candidate must select and successfully complete a Master's Research Project as the final product of the program and successfully complete a Comprehensive Exit Oral Interview. The Research Project must be approved by the candidate's graduate committee.

Total: 36

COURSES

BIOLOGY DEPARTMENT (BIO)

BIO 5100. Marine Biology

A survey of the common organisms associated with tropical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef and mangrove communities, ocean currents, and physical and geological factors. The course includes a one-week on-campus study followed by a one-week field, lab work at the Bermuda Biological Station for Research. There are additional costs involved in the trip.

BIO 5120. Topics in Ecology and Environmental Biology

Students will become cognizant of the principles of ecology and environmental biology through analysis of the interactions of organisms with each other and their interactions with the physical environment. The impact of humans and human systems on the natural world will be examined The interaction of ecological, geological and human processes is examined at regional, national, and global scales. Human management of fragmented landscapes will be discussed. Certain topics may be emphasized according to the expertise of the instructor.

BIO 5150. Advanced Microbiology

A survey of modern developments emphasizing the application of the knowledge of fundamental microbiology to address problems which exist in today's environment. Topics will be discussed using case studies and problem -based learning and will include comparative genomics, emerging infectious diseases, antibiotic resistance, bioterrorism, microbial biotechnology and archaeal, viral, and prion biology.

BIO 5200. Current Trends in Molecular and Cellular Biology

This course is designed to provide the student with an awareness and appreciation of the rapidly changing trends in molecular and cellular biology. Discussion will include the medical potential and ethical issues raised by developments in these areas. Topics of discussion will include cloning, gene therapy, etc.

BIO 5250. Evolutionary Botany

A survey of all photosynthetic organisms with emphasis on phylogenetic relationships. Topics covered will include early evolution of life and the part photosynthesis played, three billion years of evolution restricted to the aquatic habitat, and evolution of terrestrial plants over the last half billion years.

BIO 5350. Evolutionary Zoology

A review of the basic workings of science, evolutionary concepts, and the animal kingdom. Topics will also include animal fossils, morphological & behavioral phylogeny, and human evolution.

BIOS 5xxx. Special Topics in Biology (1-4 hours)

The course content will vary from offering to offering. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special, intense summer experiences which focus on concepts within the discipline of biology. Offerings will be on an announced basis.

CHEMISTRY AND PHYSICS DEPARTMENT (CHM/PHY)

CHM 5200. Current Trends in Chemistry

A survey of current developments and trends in the various fields of chemistry. As Announced. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in chemistry or consent of the instructor and the department chair.

CHM 5480. Historical Perspectives of Chemistry

This course emphasizes the development of physical concepts in the discipline of chemistry from the earliest records through Aristotle, the alchemist and beyond, to the present. Topics include contributions of such scientists as Boyle, Lavoisier, Dalton, Mendeleev, Rutherford, and others. Discussions concerning their methods, motives, and the mental and social climate of their time are also included. As Announced. Credit, 3 semester hours.

CHM 5500. Spectroscopic Methods of Structure Determination

The student will be introduced to the process by which the modern organic chemist determines the atom-to-atom structure of organic molecules. A review of empirical and molecular formulas, and what can be learned from them, is included. However, the major focus of the course will be teaching the student about the use of a number of instrumental techniques that is used in the elucidation of individual molecular structures. The specific techniques, and how they relate to molecular structure

determination, include: UV-VIS (ultra violet-visible spectroscopy), IR (infrared spectroscopy), Mass Spectrophotometry (simulated data only), and various introductory and advanced NMR (nuclear magnetic resonance spectroscopy) techniques, including Proton and Carbon-13, COSY, DEPT, and HETCOR. As Announced. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in chemistry or consent of the instructor and the department chair.

CHM 5600. Instruments for Chemical Analysis

A course examining the theory and operation of instrumentation used for quantitative and qualitative analyses of matter. A combination of lecture and laboratory activities will develop both student knowledge of and skills in a variety of modern spectroscopic, electrochemical and chromatographic techniques. As Announced. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in chemistry or consent of the instructor and the department chair.

CHMS 5xxx. Special Topics in Chemistry

Course content will focus on topics in chemistry and will vary from offering to offering, with prerequisites appropriate to content. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special, intense summer experiences which focus on concepts within the discipline of chemistry. As Announced. Credit, 3 semester hours.

PHY 5200. Current Trends in Physics

A survey of current development and trends in the various fields of physics. As Announced. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in physics or consent of the instructor and the department chair.

PHY 5480. Historical Perspectives of Physics

This course emphasizes the development of physical concepts in the discipline of physics from the earliest records through Aristotle, Einstein and beyond, to the present. Topics include contributions of such scientists as Copernicus, Galileo, Newton, Boyle, Rutherford, Millikan, Bohr, DeBroglie, Schroedinger, and others. Discussions concerning their methods, motives and the mental and social climate of their time are also included. As Announced. Credit, 3 semester hours.

PHY 5500. Classical Mechanics

Newtonian mechanics, linear oscillations, non-linear oscillations, introduction to calculus of variation. Hamilton's principle and La Grange's equations, central force motion, non-inertial frames, rigid body dynamics, vibrating systems. As Announced. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in physics or consent of the instructor and the department chair.

PHY 5600. Modern Physics

Special theory of relativity; introductory quantum mechanics with applications to microscopic systems; Fermi-Dirac, Bose-Einstein statistics; and electronic bands in solids. As Announced. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in physics or consent of the instructor and the department chair.

PHYS 5xxx. Special Topics in Physics

Course content will focus on topics in physics and will vary from offering to offering, with prerequisites appropriate to content. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special, intense summer experiences which focus on concepts within the discipline of physics. As Announced. Credit, 3 semester hours.

GEOLOGY AND GEOGRAPHY DEPARTMENT (GLY)

GLY 5010. Essentials of Earth Science

Advanced study of topics in geology, meteorology, oceanography, and solar system astronomy.

GLY 5020. Essentials of Earth History
An Advanced study of earth history as recorded in the rock record. Topics include geologic time; evolution of the continents, oceans and atmosphere; fossils and the development of life through time; and the historical development of geologic concepts. Prerequisites: GLY 5010 or permission of the instructor.

GLY 5040. Physiography and Ecology of the Atlantic Coastal Plain
A systematic study of the physical and cultural setting of the Atlantic Coastal Plain. Topics include soils, water, vegetation, landforms (including extensive study of Carolina bays), weather and climate, population, settlement and resource use. The course includes weekend field trips.

GLY 5410. Meteorology and Climatology
Analysis and presentation of weather and climate information. Emphasis on explanatory methods in basic meteorology. Graphical representation and modeling of weather elements, atmospheric processes and climate regions.

GLYS 5xxx. Special Topics in Geology (1-4 hours)
Course content will change from offering to offering. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special intense summer experiences that focus on concepts within the discipline of geology. Offerings will be on an announced basis.

SCIENCE EDUCATION (SCE)

SCE 5000. Teaching Science in Grades 6-12 (3 hours)
Purposes, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials appropriate for teaching science in the 6-12 classroom. Limited to MAT students only. Prerequisites: Formal admission to the MAT program; EDN 5500.

SCE 5600. Foundations of Science Education
Historical, philosophical, sociological, political, and economic factors affecting science education in the schools of the United States will be analyzed. The goals of science education in the United States from the early nineteenth century to the present along with the implications of various learning theories and models for curriculum development will be examined. Current trends, issues, and problems in science education will also be evaluated.

SCE 5610. Improving Classroom Instruction in the Life and Earth Sciences
This course will focus on the application of major principles of education and psychology for the improvement of science teaching in the secondary school life and earth science classrooms. This will include clarification of goals and objectives of science teaching, instructional strategies, assessment, elements of a desirable classroom climate and a critical analysis of research relevant to the teaching of the life and earth sciences.

SCE 5620. Improving Classroom Instruction in the Physical Sciences
This course will focus on the application of major principles of education and psychology for the improvement of science teaching in the secondary school chemistry and physics classrooms. This will include clarification of goals and objectives of science teaching, instructional strategies, assessment, elements of a desirable classroom climate and a critical analysis of research relevant to the teaching of chemistry and physics.

SCE 5810. Internship in 9-12 Science Education (3 hours)
Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 Science licensure. Prerequisite: Approval of the Science Education Program Director.

SCES 5xxx. Special Topics in Science Education (1-4 hours)
The course content will vary from offering to offering, but it will be designed to encompass a variety

of concepts and pedagogy within the area of science education. It will meet the special needs of individuals within the master's program at UNCP, as well as students seeking credit in special offerings such as short courses, seminars, and special, intense summer experiences.

MASTER OF ARTS IN SOCIAL STUDIES EDUCATION (M.A.)

Director: Scott C. Billingsley

The Master of Arts (M.A.) in Social Studies Education program has two concentrations. The Licensure concentration is designed for experienced teachers who wish to increase their own knowledge, enhance social studies instruction for their students, and exercise professional leadership in social studies curriculum development within secondary schools. It builds upon and extends the multiple goals of UNC Pembroke's undergraduate social studies education program. The history and social science requirements are carefully structured to provide breadth of coverage and self-selected areas of concentration. The History/Social Science concentration is designed for students who do not hold or seek North Carolina teacher licensure but wish to pursue graduate study in history, enhanced by work in related social science fields.

The Master of Arts in Social Studies Education program will enable students to

1. Strengthen their history and social science knowledge base and analytical skills.
2. Enhance their understanding of the structure and methods of the individual academic disciplines and, therefore, their ability to make the material interesting and comprehensible to their students.
3. Become familiar with recent curriculum reform initiatives which have particular relevance for social studies teachers, including the essential thematic strands identified by the National Council for the Social Studies and the national standards developed for each content area.
4. Integrate recent scholarship and professional trends with their own classroom experiences.
5. Evaluate available technology resources (hardware and software) and determine their suitability for instructional purposes.
6. Assume professional leadership roles in curriculum development, instructional planning, and advocacy for social studies as an essential component of K-12 education.

Students will complete a capstone product of learning and, with the guidance of a project committee from the relevant academic discipline(s), prepare a professional presentation for colleagues prior to graduation.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS

** Current SSE licensure and two years of full-time social studies teaching experience;

** A letter of application describing what the applicant hopes to gain from the program and, in light of her or his current philosophy of social studies education, how the applicant assumes the program will affect classroom practices.

** [Non-licensure degree candidates will be required to sign a waiver of licensure statement and will be exempted from the two-year teaching experience stipulation. They will not be expected to submit a recommendation from a school administrator.]

Requirements for a Master of Arts in Social Studies Education	Sem. Hrs.
Required Professional Studies Core	9
EDN* 5500 Applied Educational Psychology	
EDN* 5650 Applied Philosophy of Education	
EDN* 5660 Applied Educational Research	
Specialty Area Requirements	
Advanced Methods	3
SSE 5750 - Social Studies Curriculum Transformation	
History (4 courses; 3 required courses and one elective)	12
Required Courses: Select one course from each area.	
1. European History (HSTS 5000-5190)	
2. Asian, African, Latin American History (HSTS 5200-5390)	
3. United States History (HSTS 5400-5590)	
Elective: Select one additional course from the following:	
HST 5100 - Advanced North Carolina History	
HST 5200 - History of the South	
Any HSTS 5xxx course offered. No topic may be repeated.	
Social Sciences (4 courses)	12
Select two courses from *one* social science discipline. Both courses must be in the same field. (6 hours)	
a. Economics**	
b. Geography/Geology	
c. PSPA (may include approved PAD*** courses)	
With director's approval, select two courses from any social science field not selected for the concentration. In addition to courses from any department listed above, the following are also approved electives. (6 hours)	
American Indian Studies: AIS 5050	
Psychology: PSY 5450 ****	
Sociology: SOC 5010, 5020	
	Total: 36

Requirements for a Master of Arts in Social Studies Education: History/ Social Science Concentration	Sem. Hrs.
Core Courses	9
HST 5000 - Historical Methods	
HST 5990 - Historical Research	
SSE 5750 - Social Studies Curriculum Transformation	
Required History Element	15-18
Select at least one course from each of these areas:	
1. European History	
2. Asian, African, Latin American History	
3. United States History	
Required Social Sciences Element	9-12
With director's approval, select from the fields of American Indian Studies, Economics, Geography/Geology, Political Science, Sociology, or PSY 5450	
	Total: 36

Note: For course descriptions, see listings in the following graduate degree programs: *M.A.Ed., **MBA, ***MPA, ****M.A. in Service Agency Counseling

COURSES

AMERICAN INDIAN STUDIES DEPARTMENT (AIS)

AIS 5050. Contemporary Issues of American Indians

This seminar-style course examines major issues of American Indians in the 20th century. Both local and national in scope, topics to be addressed include: politics, economics, treaty relationships with federal and state governments, education, alcohol and substance abuse, the environment, cultural identity, relations with non-Indians, religious freedom, land and water rights, tribal sovereignty, and other issues as they arise. Alternate fall.

GEOLOGY AND GEOGRAPHY DEPARTMENT (GLY/GGY)

GLY 5010. Essentials of Earth Science

Advanced study of topics in geology, meteorology, oceanography, and solar system astronomy.

GGY 5030. Descriptive Regional Analysis

Qualitative definition of geographical regions in the light of human interests: physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

GGY 5050. Geographics

Visualization of spatial data. Utilization of mapping software to create high quality graphics for interdisciplinary analysis in business, marketing, education, demographics, etc. Study of contemporary advances in computer mapping technology and geographic information systems.

HISTORY DEPARTMENT (HST/SSE)

Social Studies Courses

SSE 5500. Advanced Social Studies Curriculum and Instructional Methods (3 hours)

This course, which utilizes lecture, workshop, and demonstration formats, has several related components. It reviews history and social science content, introduces strategies for promoting active learning, and enables the student to integrate both into effective instructional plans. Students will also develop instructional technology competencies required for professional effectiveness.

SSE 5750. Social Studies Curriculum Transformation (3 hours)

This course enables students to transform social studies instruction by incorporating recent scholarship and innovative teaching strategies in the social studies classes they teach. Topics will be addressed in a way designed to facilitate synthesis of academic learning and classroom experience, and aligned with advanced professional standards. *Prerequisites: formal admission to the M.A. or M.A.T. in Social Studies Education Programs; SSE 5500 (for MAT students only).*

SSE 5810. Internship in Secondary Social Studies Education (3 hours)

Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 Social Studies licensure. *Prerequisite: Approval of the Social Studies Education Program Director.*

History/Social Science Core Courses

HST 5000. Historical Methods (3 hours)

This course deals with methods of historical research, the critical evaluation of sources, primary as well as secondary, and the writing and oral presentation of an historical essay. Accordingly, one major course requirement is a research paper based on primary and secondary sources. Because the *process* of historical research is as important as the research *product*, this paper will be the culmination of a series of steps (completed both within and outside the classroom) designed to help each student master the elements of research and effective written and oral presentation.

HST 5990. Historical Research (3 hours)
This course serves a capstone learning experience for M.A. in Social Studies Education students in the History/Social Sciences Concentration. Students will complete and present a directed, supervised research project. Graded on a Pass/Fail basis. *Prerequisite*: A complete proposal should be approved no later than the close of registration. Approval requires the signature of the supervising faculty member and of the History Department Chair.

Asian, African, Latin American History

HSTS 5xxx - Topics in Asian History
The course examines a specific region, period, or theme in Asian history. Topics will vary, determined by the instructor's specialty.

HSTS 5xxx - Topics in African History
The course examines a specific region, period, or theme in African history. Topics will vary, determined by the instructor's specialty.

HSTS 5xxx - Topics in Latin American History
The course examines a specific region, period, or theme in Latin American history. Topics will vary, determined by the instructor's specialty.

European History

HSTS 5xxx - Topics in European History to 1500
The course examines a specific region, period, or theme in European history prior to 1500. Topics will vary, determined by the instructor's specialty.

HSTS 5xxx - Topics in European History since 1500
The course examines a specific region, period, or theme in European history since 1500. Topics will vary, determined by the instructor's specialty.

United States History

HSTS 5xxx - Topics in U.S. History to 1890
The course examines a specific period or aspect of U. S. history prior to 1890. Topics will vary, determined by the instructor's specialty.

HSTS 5xxx - Topics in U.S. History since 1860
The course examines a specific period or aspect of U. S. history since 1860. Topics will vary, determined by the instructor's specialty.

Additional History Electives

HST 5100 - Advanced North Carolina History
An advanced study of the development of North Carolina from colonial beginnings to the present.

HST 5200 - History of the South
A political, economic, and cultural study of the southern region with emphasis on the characteristics which make it distinctive.

HSTS 5xxx - Topics in History
This course will focus on one topic which does not fit within any single geographic category used above.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION DEPARTMENT (PSPA)

PSPA 5400. Systems of State and Local Government
Systematic survey of municipal, county, special district, and state governments, with special emphasis on critical examination of their roles and problems in the decision making process of respective political subdivisions.

PSPA 5450. American Political Process

Examination of American political and governmental institutions and analysis of their process, relationship, and roles in the dynamics of the political system.

SOCIOLOGY AND CRIMINAL JUSTICE DEPARTMENT (SOC)

SOC 5010. The Changing Family

Family relations in crosscultural and contemporary American perspectives. History, present status, and direction of future change. Credit, 3 semester hours.

SOC 5020. American Pluralism—Race and Ethnicity in American Life

The American character hinges upon a complex racial and ethnic pluralism that has existed since the establishment of the United States as a republic and before. This course is intended to explore the dynamics of the social construction of racial and ethnic identity, as well as the historical and contemporary relations among various racial and ethnic groups within the United States, from a sociological standpoint. Credit, 3 semester hours.

THE MASTER OF ARTS IN TEACHING

Program Description

The Master of Arts in Teaching (M.A.T.) program is designed as an interdisciplinary degree option within the Teacher Education Program. The M.A.T. is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences who have few, if any, formal courses in education. The program is offered in the following areas of specialization: Art Education, English Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, and Social Studies Education. Upon successful completion of the M.A.T. program and state mandated examination(s), recipients will be eligible for a North Carolina "M" license. ·

The 36-39 hour M.A.T. program is available only to those individuals who have not earned licensure and who are seeking licensure in the teaching field in which they wish to earn the degree. The program includes courses in teaching pedagogy and professional education as well as concentrated study in a content-specific area, for a total of 36 hours. A 10-week (3 semester hours) internship experience in an approved public school setting is required. Policies regarding exceptions to this internship requirement are defined in the M.A.T. Handbook. With the internship, the program will total 39 hours.

Although other program areas may be considered, the following undergraduate programs are determined to be most compatible with the selected graduate program of study:

- **Art Education**: B.F.A., B.S., or B.A. degree in studio art.
- **Middle Grades Education**: English, Mathematics, History, Political Science, Biology, Chemistry, Geology, Physics
- **Music Education**: Music
- **Physical Education**: Exercise and Sports Science, Kinesiology, Physical Education, Recreation, Exercise Science, Exercise Physiology
- **Secondary English Education**: English
- **Secondary Mathematics Education**: Mathematics
- **Secondary Science Education**: Biology, Chemistry, Geology, Physics
- **Secondary Social Studies Education**: History, Political Science

Degrees in closely related fields may be acceptable; transcripts will be evaluated, and any discipline-specific prerequisites will be specified at the time of admission to a program.

The M.A.T. Program has been developed according to NC State Board of Education Program Approval Standards. The graduate program incorporates the conceptual framework that is common to all teacher education programs at UNCP.

Program Goals

Upon completion of the M.A.T. program, the student will be able to:

1. Demonstrate breadth of general knowledge, as well as depth of knowledge, in the selected discipline area necessary for effective instructional decision-making.
2. Demonstrate a well-articulated knowledge of elementary, middle or secondary school communities and issues that impact teaching.
3. Exhibit knowledge of and show respect toward diverse cultural values and exceptionalities;
4. Communicate effectively in Standard oral and written English.
5. Adapt instructional strategies to the developmental and learning needs of individuals, including students with special needs and students from culturally diverse backgrounds.
6. Establish a classroom climate conducive to the learning, social, and emotional needs of students.

7. Choose objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
8. Utilize technology in ways that enhance teaching and learning experiences.
9. Employ and analyze appropriate assessments and evaluative procedures.
10. Establish a pattern of reflective practice and scholarly inquiry culminating in confidence, professionalism, and effectiveness in the role of teacher.
11. Demonstrate knowledge of the history, philosophy, and sociology of public education pertaining to the demonstration of best practices in education.
12. Meet departmental requirements for a capstone course, product, and/or examination.

Descriptions of the courses included in the M.A.T. program are listed elsewhere in this catalog: under the M.A.Ed. program (for EDN courses) and under the M.A. programs in Art Education, English Education, Mathematics Education, Music Education, Physical Education, Science Education, and Social Studies Education (for ART, ENG, EED, MAT, CSC, MUS, EXER, BIO, CHM, GLY, PHY, HST, and SSE courses).

MASTER OF ARTS IN TEACHING WITH ART SPECIALIZATION

Graduate Art Education Director: Ann Horton-Lopez

Requirements for Master of Arts in Teaching with Art Specialization	Sem. Hrs.
Professional Core	12
EDN 5660 Applied Educational Research	
EDN 5500 Applied Educational Psychology	
EDN 5120 Advanced Study of Exceptionality in Children	
EDN 5820 Instructional Development	
Pedagogical Expertise	6
EDN 5800 Effective Instructional Practices	
ART 5050 The Teaching of Art History in the Art Education Classroom	
Professional Development*	3
ART 5810 Internship in K-12 Art Education	
Art Specialty Area	18
ART 5000, 5010, 5020, 5030, 5040, 5060	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

MASTER OF ARTS IN TEACHING WITH MIDDLE GRADES SPECIALIZATION

Graduate Middle Grades Education Director: TBA
Specialty Area Advisors:
Language Arts: Roger A. Ladd
Mathematics: Joseph Goldston
Science: Velinda Woriax
Social Studies: Scott C. Billingsley

Requirements for Master of Arts in Teaching with Middle Grades Specialization	Sem. Hrs.
Professional Core	15
EDN 5660 Applied Educational Research	
EDN 5500 Applied Educational Psychology	
EDN 5120 Advanced Study of Exceptionality in Children	
EDN 5820 Instructional Development	
EDN 5260 The Middle School Philosophy, Curriculum, and Instruction	
Pedagogical Expertise (Courses vary with selected specialty area.)	6
Language Arts 6-9:	
EED 5510 The Teaching of Writing: Theory and Practice	
EED 5520 The Teaching of Literature: Theories, Issues, and Practices	
Mathematics 6-9:	
MAT 5000 Curriculum Development and Evaluation in Math Education	
MAT 5010 Theoretical Bases of Mathematics Instruction	
Science 6-9**:**	
SCE 5000 Teaching Science in Grades 6-12	
SCE 5600 Foundations of Science Education	
Social Studies 6-9:	
SSE 5500 Advanced Social Studies Methods	
SSE 5750 Social Studies Curriculum Transformation	
Professional Development*	3
EDN 5810 Internship	
Specialty Area (Select one specialty area concentration.)	15
A. Language Arts	
Select 15 hours from: ENG 5000, 5030, 5050, 5100, 5200, 5230, 5440, 5450, 5500, 5610, 5650, 5750, ENGS 5xxx**, ENGS 5700-5750, or *one* of the following: ENG 5810 *or* 5830 *or* 5850	
B. Mathematics	
MAT 5030;	
Select one course: MAT 5230, 5320, 5440	
Select one course: MAT 5120, 5150, 5260	
Select one course: MAT 5100, 5110	
Select one course: MAT 5020, 5060, 5070, CSC 5050	

C. Science

Select two courses from one discipline and one course from each of the remaining three disciplines:
Biology: BIO 5100, 5120, 5200, 5250, 5350, BIOS 5xxx**
Chemistry: CHM 5200, 5480, 5500, 5600, CHMS 5xxx**
Geology: GLY 5010, 5020, 5040, 5410, GLYS 5xxx**
Physics: PHY 5200, 5480, 5500, 5600, PHYS 5xxx**

D. Social Studies

Select one course: HST 5100***; HST 5200; AIS 5050
Select one course from two different categories: European History; Asian, African, Latin American History; United States History
Select one course from two different areas: Geography, Political Science, American Indian Studies, Economics, Psychology

****HST 5100 is the preferred option; however, students with undergraduate coursework in N.C. History may select from HST 5200 or AIS 5050*

Total: 36-39*

*See M.A.T. Handbook for Internship policies.

**BIOS/CHMS/ENGS/GLYS/PHYS 5xxx: Exact course number and title will vary, since multiple topics are offered in different semesters. Check with program director prior to registering.

MASTER OF ARTS IN TEACHING WITH MUSIC SPECIALIZATION

Graduate Music Education Director: Janita K. Byars

Requirements for Master of Arts in Teaching with Music Specialization	Sem. Hrs.
Professional Core	12
EDN 5660 Applied Educational Research	
EDN 5500 Applied Educational Psychology	
EDN 5120 Advanced Study of Exceptionality in Children	
EDN 5820 Instructional Development	
Pedagogical Expertise	6
EDN 5800 Effective Instructional Practices	
MUS 5640 Applied Contemporary Instructional Methodology	
Professional Development*	3
MUS 5810 Internship in K-12 Music Education	
Music Specialty Area	18
MUS 5650 Applied Philosophy & Leadership of Music Education	
MUS 5990 Graduate Portfolio	
MUS 5730/5760 Graduate Ensemble	
MUS 5290 Graduate Conducting	
MUS 5340 Advanced Arranging	
MUS 5950 Advanced Study in Music History & Literature	
MUS 5300 Rehearsal Strategies	
MUSP 5500/5870 Applied Music or MUSP 5000/5370 Applied Music or MUSP 6500/6860 or MUSP 6000/6370 Applied Music	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

MASTER OF ARTS IN TEACHING WITH PHYSICAL EDUCATION SPECIALIZATION

Graduate Physical Education Director: Danny Davis

Requirements for Master of Arts in Teaching with Physical Education Specialization	Sem. Hrs.
Professional Core	12
EDN 5660 Applied Educational Research	
EDN 5500 Applied Educational Psychology	
EDN 5120 Advanced Study of Exceptionality in Children	
EDN 5820 Instructional Developmen	
Pedagogical Expertise	6
EDN 5800 Effective Instructional Practices	
EXER 5060 Current Trends, Issues, and Methods in PE/Sports	
Professional Development	6
EDN 5810 Internship*	
EXER 5990 Capstone	
Physical Education Specialty Area	15
EXER 5010, 5002, 5030, 5050, 5070	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

MASTER OF ARTS IN TEACHING WITH SECONDARY SPECIALIZATIONS

Graduate English Education Director: Roger A. Ladd
Graduate Mathematics Education Director: Joseph Goldston
Graduate Science Education Director: Velinda Woriax
Graduate Social Studies Education Director: Scott C. Billingsley

Requirements for Master of Arts in Teaching with English Education (9-12) Specialization	Sem. Hrs.
Professional Core	12
EDN 5660 Applied Educational Research	
EDN 5500 Applied Educational Psychology	
EDN 5120 Advanced Study of Exceptionality in Children	
EDN 5820 Instructional Development	
Pedagogical Expertise	6
EED 5510 The Teaching of Writing: Theory and Practice	
EED 5520 The Teaching of Literature: Theories, Issues, and Practices	
Professional Development*	3
EED 5810 Internship in Secondary English Education	
Academic Specialization (Courses must be approved by advisor.)	18
Select six courses from the following:	
ENG 5000, 5030, 5050, 5100, 5200, 5230, 5440, 5450, ~~548~~, 5500, 5610, 5650, 5750, ENGS 5xxx**, ENGS 5700-5750, or *one* of the following: ENG 5810 *or* 5830 *or* 5850	
Capstone Portfolio and Presentation is the culminating experience of the graduate program and takes place during the last semester (fall or spring) of the candidate's course work.	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

**ENGS 5xxx: Exact course number and title will vary, since multiple topics are offered in different semesters. Check with program director prior to registering.

Requirements for Master of Arts in Teaching with Mathematics Education (9-12) Specialization	Sem. Hrs.
Professional Core	12
EDN 5660 Applied Educational Research	
EDN 5500 Applied Educational Psychology	
EDN 5120 Advanced Study of Exceptionality in Children	
EDN 5820 Instructional Development	
Pedagogical Expertise	6
MAT 5000 Curriculum Development and Evaluation in Math Education	
MAT 5010 Theoretical Bases of Mathematics Instruction	
Professional Development*	3
MAT 5810 Internship in Secondary Mathematics Education	
Academic Specialization (Courses must be approved by advisor.)	18
MAT 5030	
Select two courses: MAT 5230, 5320, 5440	
Select one course: MAT 5120, 5150, 5260	
Select one course: MAT 5100, 5110	
Select one course: MAT 5020, 5060, 5070, CSC 5050	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

Requirements for Master of Arts in Teaching with Science Education (9-12) Specialization	Sem. Hrs.
Professional Core	12
EDN 5660 Applied Educational Research	
EDN 5500 Applied Educational Psychology	
EDN 5120 Advanced Study of Exceptionality in Children	
EDN 5820 Instructional Development	
Pedagogical Expertise	6
SCE 5000 Teaching Science in Grades 6-12	
SCE 5600 Foundations of Science Education	
Professional Development*	3
SCE 5810 Internship in Secondary Science Education	
Academic Specialization (Courses must be approved by advisor.)	18
Select one course from each discipline and two additional courses from any of the remaining courses listed:	
Biology: BIO 5100, 5120, 5200, 5250, 5350, BIOS 5xxx**	
Chemistry: CHM 5200, 5480, 5500, 5600, CHMS 5xxx**	
Geology: GLY 5010, 5020, 5040, 5410, GLYS 5xxx**	
Physics: PHY 5200, 5480, 5500, 5600, PHYS 5xxx**	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

**BIOS/CHMS/GLYS/PHYS 5xxx: Exact course number and title will vary, since multiple topics are offered in different semesters. Check with program director prior to registering.

Requirements for Master of Arts in Teaching with Social Studies Education (9-12) Specialization	Sem. Hrs.
Professional Core	12
EDN 5660 Applied Educational Research	
EDN 5500 Applied Educational Psychology	
EDN 5120 Advanced Study of Exceptionality in Children	
EDN 5820 Instructional Development	
Pedagogical Expertise	6
SSE 5500 Advanced Social Studies Methods	
SSE 5750 Social Studies Curriculum Transformation	
Professional Development*	3
SSE 5810 Internship in Secondary Social Studies Education	
Academic Specialization	18
Select one course from each area (9 hours):	
European History	
Asian, African, Latin American History	
United States History	
Select one course from three of the areas listed below (9 hours):	
Geography	
Political Science	
American Indian Studies	
Economic	
Psychology	
Sociology	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

APPENDIX A

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Officers and Administrators 434
Faculty 438

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Pembroke is one of 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically Black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined The University of North Carolina to include three state-supported institutions, the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, The University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.) By subsequent act of the General Assembly, the name of the University was changed to The University of North Carolina at Pembroke, effective July 1, 1996.

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA

Jim W. Phillips, Jr., Chairman ..... Greensboro
J. Craig Souza, Vice Chairman ..... Raleigh
Bradley T. Adcock ..... Durham
Brent D. Barringer ..... Cary
Peaches Gunter Blank ..... Nashville, TN
R. Steve Bowden ..... Greensboro
Laura W. Buffaloe ..... Roanoke Rapids
Frank Daniels, Jr. ..... Raleigh
John W. Davis, III ..... Winston Salem
Phillip R. Dixon ..... Greenville
Ray S. Farris ..... Charlotte
Dudley E. Flood ..... Raleigh
Hannah D. Gage ..... Wilmington
Ann B. Goodnight ..... Cary
Clarice Cato Goodyear ..... Matthews
H. Frank Grainger ..... Cary
Peter D. Hans ..... Raleigh
Charles A. Hayes ..... Raleigh
James E. Holshouser, Jr. (Emeritus) ..... Southern Pines
M. Cole Jones (Ex Officio) ..... Raleigh
Adelaide Daniels Key ..... Asheville
G. Leroy Lail ..... Hickory
Ronald C. Leatherwood ..... Waynesville
Cheryl Ransom Locklear ..... Pembroke
Charles H. Mercer, Jr. ..... Raleigh
Fred G. Mills ..... Raleigh
Marshall B. Pitts, Jr. ..... Fayetteville
Gladys Ashe Robinson ..... Greensboro
Irvin A. Roseman ..... Wilmington
Estelle "Bunny" Sanders ..... Roper
William G. Smith ..... Durham
Priscilla P. Taylor ..... Chapel Hill
J. Bradley Wilson ..... Durham
David W. Young ..... Asheville

OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA

ERSKINE B. BOWLES, B.S., M.B.A. ..... President
HAROLD L. MARTIN, B.S., M.S., Ph.D., ... Senior Vice President for Academic Affairs
JEFFREY R. DAVIES, B.S., M.B.A., CPA ..... Chief of Staff
TBA ..... Vice President for Research and Sponsored Programs
ALAN MABE, B.A., M.A., Ph.D. ..... Vice President for Academic Planning and University-School Programs
ROBERT O. NELSON, B.A., M.P.A. ..... Vice President for Finance
ROBYN R. RENDER, A.S., B.S., M.A. ..... Vice President for Information Resources and CIO
KIMREY RHINEHARDT, B.A. ..... Vice President for Federal Relations
LEE ANDREW WILLIS, B.A., M.P.A ..... Vice President for Government Relations
LESLIE WINNER, A.B., J.D. ..... Vice President and General Counsel
L.B. CORGNATI, B.S., M.S. ..... Secretary of the University

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

CHIEF EXECUTIVES*

O.H. BROWNE, Acting President (1940-1942)
B.S., North Carolina State; Ph.D., Johns Hopkins University

RALPH D. WELLONS, President (1942-1956)
A.B., M.A., Indiana University; Ph.D., Teachers College, Columbia University

WALTER J. GALE, President (1956-1962)
B.S., New Jersey State Teachers College; M. Ed., Ed.D., Duke University

ENGLISH E. JONES, President (1962-1972); Chancellor (1972-1979)
B.S., University of Kentucky; M.S., North Carolina State University; LL.D., Wake Forest University; D.H., Pembroke State University

PAUL R. GIVENS, Chancellor (1979-1989); Chancellor Emeritus (1989-2004)
B.A., M.A., George Peabody College; Ph.D., Vanderbilt University

JOSEPH B. OXENDINE, Chancellor (1989-1999); Chancellor Emeritus (1999-)
B.A., Catawba College; M.Ed., Ed.D., Boston University

ALLEN C. MEADORS, Professor and Chancellor (1999-)
B.B.A, University of Central Arkansas; M.B.A.., University of Northern Colorado; M.P.A., University of Kansas; M.A., M.A., Webster University; Ph.D., Southern Illinois University; FACHE

*This list includes chief executives since the institution became a totally collegiate-level institution. Prior to 1940, chief executives held the title of principal or superintendent. The title of President was changed to Chancellor beginning July 1, 1972, when the institution, as Pembroke State University, became a constituent institution of The University of North Carolina.

BOARD OF TRUSTEES: THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Marion Bass (2009) ..... Charlotte
Breeden Blackwell (2007) ..... Fayetteville
Donald Bonner (2009) ..... Rowland
Rebecca (Becky) Bullard (2007) ..... Myrtle Beach, SC
Sybil J. Bullard (2009) ..... Pembroke
Milton Hunt (2009) ..... Pembroke
Arlinda Locklear (2007) ..... Jefferson, MD
Roger Oxendine (2009) ..... Rowland
Freda Porter (2007) ..... Pembroke
Richard F. (Dick) Taylor (2007) ..... Lumberton
Paul Willoughby (2007) ..... Research Triangle Park
Dwight Humphrey (2007-2008) SGA President ..... New Bern

OFFICERS AND ADMINISTRATORS

CHANCELLOR

ALLEN C. MEADORS, B.B.A, M.B.A., M.P.A., M.A., M.A., Ph.D., FACHE

OFFICE OF THE CHANCELLOR

CHARLES HARRINGTON B.A., M.S., Ph.D...Provost and Vice Chancellor for Academic Affairs
SANDRA WATERKOTTE, B.A. .....Vice Chancellor for Advancement
R. NEIL HAWK, B.B.A.....Vice Chancellor for Business Affairs
JACQUELINE H. CLARK, B.A., M.Ed.....Vice Chancellor for Enrollment Management
DIANE O. JONES, B.S., M.S., Ed.D.....Vice Chancellor for Student Affairs
GLEN G. BURNETTE, Jr., B.A., M.Ed., Ed.D. ..... Vice Chancellor for University and Community Relations
DONNA GOODEN PAYNE, J.D. .....University Counsel & Assistant to the Chancellor for Executive Affairs
DAN KENNEY, B.S., M.A.Ed. .....Director of Athletics
SUSAN WEST, B.S., C.P.A., M.B.A. ..... Internal Auditor

OFFICE OF ACADEMIC AFFAIRS

CHARLES HARRINGTON B.A., M.S., Ph.D.... Provost & Vice Chancellor for Academic Affairs
- WILLIAM H. GASH, JR., B.S., M.B.A., M.M.Ed., B.M.Ed., Ph.D..... Associate Vice Chancellor for Academic Affairs
  - SARA BRACKIN, B.S., M.A. .....Registrar
  - STANLEY G. KNICK, B.A., M.A., Ph.D.....Director/Curator of Native American Resource Center
  - A. WARREN LOVE, B.S., M.Ed.....Director of Media Center
  - DEANA JOHNSON, B.A., M.A..... Director of College Opportunity Program
  - LARRY McCALLUM, B.A., M.A. ..... Director of TRIO Program
    - CAROLYN GODWIN, B.S., M.Ed. .....Counselor, Student Support Services
    - KIMILLA FLOYD, B.A..... Tutorial Coordinator, Student Support Services
    - VERONICA POWELL, B.A., M.B.A..... Advisor/Coordinator, Upward Bound
    - JENNY HADDEN, B.S.W.....Instructional Coordinator, Upward Bound
  - MARY HELEN WALKER, B.S., M.A. ..... Director of Disability Support Services
    - DOROTHY WELLS, B.A., M.R.C. ...Assistant Director of Disability Support Services
    - KELLY CHEEK, B.S. .....Deaf Educator
    - DEBBIE JACOBS, B.S.....Accommodations Coordinator
  - SYLVIA T. JOHNSON, B.S., M.S.....Director of N.C. Health Careers Access Program
  - TEAGAN E. DECKER, B.A., M.A., Ph.D. .....Director of University Writing Center
- MAURICE MITCHELL, B.S., M.A., Ph.D.....Assoc. Vice Chancellor for Information Resources
  - TOM JACKSON, B.S., M.S.....Executive Director, University Computing and Information Services
- ROBERT SCHNEIDER, B.A., M.A., Ph.D.....Associate Vice Chancellor for International Programs
- COLLIE COLEMAN, B.A., Ph.D. ..... Associate Vice Chancellor for Outreach
  - CHARLES TITA, B.A., M.A., Ph.D. ..... Director of Continuing Education & Distance Education
  - SYLVIA H. PATE, B.S., M.S..... Director of the Regional Center for Economic, Community, and Professional Development
- BEVERLY R. KING, B.S., M.A., Ph.D. ..... Director of Institutional Effectiveness
- LINDA LITTLE, B.S., M.Ed., Ph.D.....Director of Sponsored Research & Programs
- ELIZABETH NORMANDY B.A., M.A. Ph.D..... Director of Teaching and Learning Center

SHEILA BRAYBOY, B.A. ..... Director of Health Careers Opportunity Program
VONDA GRAHAM, B.S. ..... HCOP Recruiter/Counselor
ELINOR FOLGER FOSTER, B.A., M.L.S., Ed.D. ..... Dean of Library Services
CYNTHIA E. SAYLOR, B.A. M.L.I.S. ... Assistant Dean for Research Services and Systems
SUSAN WHITT, B.A., M.L.S. .....Assistant Dean for Collection Management and Acquisitions
JEAN E. SEXTON, B.A., M.S.L.S. ..... Coordinator of Cataloging
MICHAEL C. ALEWINE, B.A., M.L.S. .....Outreach/Distance Education Librarian
ROBERT ARNDT, B.A., M.A., M.F.A., M.L.S. .Reference/Instructional Services Librarian
LILLIAN D. BREWINGTON, B.A., M.L.S. .....Special Collections Librarian
ANNIE H. COLEMAN, B.A., M.L.S. ..... Electronic Resources/Media Catalog Librarian
CARL J. DANIS, B.A., M.S., M.S.L.S. ..... Collection Development/Electronic Resources Librarian
KAREN FRITTS, B.S., M.L.I.S. ..... Government Documents/Development Librarian
ANTHONY HOLDEREID, B.S., M.L.S. .....Instructional Services/Reference Librarian
JUNE L. POWER, B.A., M.L.I.S. .....Access Services/Reference Librarian
ROB WOLF, B.S., M.L.S. ..... Serials Librarian
DAVID W. YOUNG, B.A., M.A., M.L.S. ..... Catalog Librarian
PAUL A FLOWERS, B.S., Ph.D. .....Interim Dean, College of Arts and Sciences
MARY ANN JACOBS, B.A., M.A.Ed., M.S.W., Ph.D. .....Chair, American Indian Studies Department
JANETTE K. HOPPER, B.F.A., M.A., M.F.A. .....Chair, Art Department
ANDREW N. ASH, B.S., M.S., Ph.D. ..... Chair, Biology Department
THOMAS A DOOLING, B.S., M.S., Ph.D. .....Chair, Chemistry and Physics Department
DENNIS H. SIGMON, A.B., M.A.T., Ph.D. .....Chair, English, Theatre, and Languages Department
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ROBERT W. BROWN, B.A., M.A., Ph.D. ..... Chair, History Department
JAMIE LITTY, B.A., M.S., Ph.D. ..... Chair, Mass Communications Department
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SHERRY EDWARDS, B.S.W., M.S.W., Ph.D. ..... Chair, Social Work Department
MARIO PAPAROZZI, B.A., M.A., Ph.D. ..... Chair, Sociology and Criminal Justice Department
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CAROL HIGY, B.S., M.S., Ed.D. ..... Chair, Professional Leadership Department
TOMMY THOMPSON, B.S., M.A., D.A. ..... Chair, Health, Physical Education, and Recreation Department
EVANGELINE CHEEKS..... Director, Aerospace Studies (Air Force ROTC)
JOHNNY TORRE ..... Director, Military Science (Army ROTC)
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DEBRA THOMPSON, B.A., M.A..... Director, Instructional Technology
KATHLEEN C. HILTON, B.Ed., M.A., Ph.D. ..... Dean, School of Graduate Studies

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McDUFFIE CUMMINGS, Jr., B.A. ..... Director of Campus Police & Public Safety
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DENISE CARROLL, C.P.M., B.S. ..... Director of Business Services
KAREN SWINEY, B.A. ..... Bookstore Manager
MIKE NANCE, B.S. ..... Director of Food Services
W. STEVE MARTIN .. Assistant Vice Chancellor for Business Affairs for Facilities Management
LARRY FREEMAN ..... Director of Physical Plant
BESS TYNER, P.E., B.S.M.E, B.S.A.M., M.M.E., M.P.A. ..... Director of Facilities Planning & Construction

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NATALYA FREEMAN LOCKLEAR, B.A. ..... Associate Director of Admissions
AMIE WARD, B.S. ..... Senior Assistant Director of Admissions
KEVIN HUNT, B.S..... Assistant Director of Admissions
CARRIE SACCO, B.S. ..... Assistant Director of Admissions
DANIELLE HIRALDO, B.S., M.A. ..... Assistant Director of Admissions
BETH FROEBA, B.S., M.A..... Assistant Director of Admissions
BRUCE "DEXTER" SHARP, B.S. ..... Assistant Director of Admissions

BRUCE BLACKMON, B.A., M.P.A. ..... Director of Financial Aid
TERESA TUBBS, B.A. ..... Associate Director of Financial Aid
MILDRED WEBER, B.S. ..... Assistant Director of Financial Aid
SAUNDRA RICHARDSON-COX, B.S., M.S. ..... Director of Center for Academic Excellence
SHARON VANWRIGHT, B.A., M.A. ..... Coordinator for Academic Success
CHRISTA WATTS, M.Ed. ..... Coordinator for First Year Programs
DARCY HAYES, B.S., M.S. ..... Academic Advisor

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DIANE O. JONES, B.S., M.S., Ed.D. ..... Vice Chancellor for Student Affairs
LISA L. SCHAEFFER, B.S., M.Ed., Ed.D. ..... Associate Vice Chancellor for Student Affairs
PRESTON SWINEY, B.S., M.Ed. ..... Dean of Students
CYNTHIA REDFEARN, B.A., M.S.A. ..... Associate Director of Residence Life
TOM CORTI ..... Assistant Vice Chancellor for Student Development
ROBERT COOPER, M.Ed. ..... Director of Student Life
SYMPHONY D. OXENDINE, M.Ed. ..... Associate Director of Student Life
AUBREY SWETT, B.A., M.A. ..... Director of Leadership and Service
CYNTHIA OXENDINE, B.S., M.A.Ed. ..... Director of Chavis University Center
SARA L. JOHANSOUZ, M.Ed. ..... Director of Greek Life
JUSTIN WINANS, B.S. ..... Director of Intramurals
MONICA S. OSBURN, B.A., M.A., Ph.D. ..... Director of Counseling and Testing
GEORGE GRESSMAN, B.A., M.S. ..... Assistant Director of Counseling and Testing
THERESA BULLARD, M.D. ..... Psychiatrist
ELLEN GOOCH, M.A., M.S.W. ..... Counselor
VIVIAN DZOKOTO, M.A. ..... Counselor
MARK SCHWARZE, B.A., M.A. ..... SPARC Coordinator
DENISHA SANDERS, B.A., M.S., Ph.D. ..... Director of Career Services
SARAH FRANCISCO, M.P.A. ..... Assistant Director of Career Services
ROBERT L. CANIDA, II, B.A., M.S.L.S. ..... Director of Multicultural and Minority Affairs
JING GAO, B.A., M.A. ..... Associate Director for International Student Services
PATRICIA FIELDS, A.A., B.S. ..... Executive Director of Givens Performing Arts Center
DAVID THAGGARD, B.A. ..... Assistant Director, GPAC
TASHA OXENDINE ..... Director of Marketing, GPAC
GARY TREMBLAY, B.A., M.F.A. ..... Technical Director, GPAC
CORA BULLARD, B.S., RN. ..... Director of Student Health Services
PAUL GORDON, M.D. ..... University Physician
SANFORD HARDIN, P.A. ..... Physician's Assistant

OFFICE OF UNIVERSITY AND COMMUNITY RELATIONS

GLEN G. BURNETTE, JR., B.A., M.Ed., Ed.D. ..... Vice Chancellor for University and Community Relations
AMBER RACH, B.S., M.A. ..... Director of University Communications
SCOTT BIGELOW, B.A. ..... University Writer
BOBBY AYERS, B.S. ..... University Photographer II
RAUL RUBIERA ..... University Photographer I
KANDICE KINLAW ..... Coordinator of Special Events
LAWRENCE LOCKLEAR, B.A., M.P.A. ..... Web Publisher

FACULTY SENATE

DAVID D. ZIEGLER, B.S., M.S., Ph.D. — Chair of the Faculty Senate
JAMIE LITTY, B.A., M.S., Ph.D. — Secretary of the Faculty Senate

The Faculty Senate is the primary vehicle of faculty governance at UNC Pembroke. The Faculty Senate is an organization of faculty members who have been elected by the Faculty at large, or by the Faculty of one of five divisions: Arts, Education, Letters, Natural Science and Mathematics, and Social and Behavioral Sciences. The Senate is organized into three standing committees. These are the Faculty and Institutional Affairs Committee, the Student Affairs Committee, and the Academic Affairs Committee. Each committee also has subcommittees. Membership on the subcommittees is not limited to members of the Senate, but is open to all faculty members. The Faculty, through the Senate, is involved in the governance of the total University and is the principal academic policy-making body of the University.

THE FACULTY

The listing that follows includes full-time members of the faculty, administrative officers who hold faculty rank and/or who teach, faculty in phased retirement, and emeritus and retired faculty in special adjunct roles. The date indicated is the year of initial appointment. Emeritus faculty and retired faculty are listed separately, below.

IRENE P. AIKEN (1994), Professor and Chair, Department of Professional Studies and Middle Grades
B.S., University of North Carolina at Chapel Hill; M.A.Ed., University of North Carolina at Pembroke; Ph.D., University of North Carolina at Chapel Hill

WILLIAM G. ALBRECHT (2002), Assistant Professor, Department of Political Science and Public Administration
B.S.B.A., Ferrum College; M.B.A., Western Carolina University; Ph.D., Southern University

MICHAEL C. ALEWINE (2003), Assistant Librarian, Outreach/Distance Education Librarian, Library Services
B.A., University of North Carolina at Wilmington; M.L.S., North Carolina Central University

TIMOTHY M. ALTMAN (1999), Assistant Professor, Department of Music
B.A., Virginia Polytechnic Institute and State University; MME, University of Wisconsin-Whitewater; D.M.A., University of Kentucky

RYAN K. ANDERSON (2007), Assistant Professor, Department of History
B.A., Ph.D., Florida State University; M.A., University of North Carolina at Wilmington

VICKI T. ANDERSON, Adjunct Lecturer of Clinical Laboratory Sciences, Department of Biology; Medical Technology Program Director at McLeod Regional Medical Center
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WILLIAM F. FRITZ (1974), Department of Music
B.M., California Institute of the Arts; M.A., California State University of Pennsylvania; D.M.A., Miami University

***GRACE E. GIBSON (1966), Professor Emerita, Department of English, Theatre, and Languages**
B.A., University of North Carolina at Greensboro; M.A., Duke University

***GIBSON H. GRAY (1971), Professor Emeritus, Department of Political Science and Public Administration**
B.B.A., University of Texas; M.A., Ph.D., Columbia University

AGNES O. GREENE (1968), Department of Home Economics
B.S.,Florida Southern College; M.A., Northern Michigan University

***JAMES HUBBARD (1965), Professor Emeritus, Department of Psychology and Counseling**
B.A., M.A., University of Richmond; B.D., Union Theological Seminary; Th.M., Pittsburgh Theological Seminary; D.H.L. (Hon.), University of North Carolina at Pembroke

STANLEY R. JENKINS (1982), Department of Art
B.S.,Kutztown State College; M.Ed., D.Ed., Pennsylvania State University

***KENNETH P. JOHNSON (1964), Professor Emeritus, Department of Health, Physical Education, and Recreation**
B.S., Cortland State Teachers College; Ed.M., St. Lawrence University; Pe.D., Indiana University

***PAUL W. KILLIAN, JR. (1967), Professor Emeritus, Department of Psychology and Counseling**
A.B., M.A., East Carolina University; Ph.D., North Carolina State University

ROBERT KREGER (2002), Department of Education
B.S., M.A., Eastern Michigan University; Ph.D., University of Michigan

***JESSE M. LAMM (1969), Professor Emeritus, Department of Education**
B.S., M.A., East Carolina; Ed.D., New York University

THOMAS J. LEACH (1975), Department of English, Theatre, and Languages; Former Dean, College of Arts and Sciences
B.S., U.S. Naval Academy; M.A., Ph.D., University of North Carolina at Chapel Hill

SHIRLEY SCHICK LEARN (1997), Library Services
B.A., East Stroudsburg University; M.S.L.S., Clarion University

***DONALD R. LITTLE (1974), Professor Emeritus, Department of Education**
A.B., Mercer University; M.Ed., Ed.D., University of Georgia

MAGNOLIA G. LOWRY (1970), School of Business
B.S., M.A., Appalachian State University

***JOSEF L. MANDEL (1972), Professor Emeritus, Department of English, Theatre, and Languages**
B.A., University of North Carolina at Pembroke; M.A., East Carolina University; M.A., Ph.D., University of North Carolina at Chapel Hill

ROBERT D. MAYNOR (1972), School of Business
B.S., University of North Carolina at Pembroke; M.B.A., Columbia University

JEROME A. McDUFFIE (1965), Department of History
B.A., University of North Carolina at Pembroke; M.A., Wake Forest University; Ph.D., Kent State University

JOSEPH A. McGIRT (1965), Department of Biology
B.A., University of North Carolina at Pembroke; M.A., George Peabody College

GAIL MORFESIS (2000), Department of Music
B.M., M.M., Peabody Conservatory; D.M.A., University of Kentucky

***L.L. MURRAY (1965), Professor Emeritus, Department of Education**
B.A., Atlantic Christian College; M.A., East Carolina University; Ed.D., University of Florida

C. DOUGLAS NORMAN (1989), Department of English, Theatre, and Languages
B.S., Tennessee Polytechnic Institute; M.A., George Peabody College; Ed.D., University of Tennessee

***MARGARET G. OPITZ (1992), Professor Emerita, Department of Nursing**
B.S., East Tennessee State University; M.S., Medical College of Georgia; R.N., Ed.D., Virginia Polytechnic Institute and State University

***JOSEPH B. OXENDINE (1989), Professor, Chancellor Emeritus, Department of Health, Physical Education, and Recreation**
A.B., Catawba College; Ed.M., Ed.D., Boston University

***RAYMOND B. PENNINGTON (1963), Professor Emeritus, Department of Health, Physical Education, and Recreation**
B.S., East Carolina University; Ed.M., University of North Carolina at Chapel Hill; Ed.D., Duke University

RICHARD C. PISANO (1967), Former Vice Chancellor for Advancement
B.S., State University of New York–Potsdam; M.Ed., Florida State University; Ed.D., Columbia University

L. MILES RAISIG (1969), Library Services
B.S., University of Virginia; M.S.L.S., State University of New York–Albany; Ph.D., Walden University

ROBERT W. REISING (1971), Department of English, Theatre, and Languages
B.A., Michigan State University; M.A., University of Connecticut; Ed.D., Duke University

***KATHRYN K. RILEIGH (1973), Professor Emerita, Department of Psychology and Counseling**
B.A., M.A., Ph.D., Vanderbilt University

JOHN RIM (1971), Department of Sociology and Criminal Justice
B.A., Harvard University; M.A., Ph.D., Columbia University

***ROBERT L. ROMINE (1974), Professor Emeritus, Department of Music**
B.S., M.A., Northeast Missouri State University, Ph.D., University of Iowa

***RAYMOND J. RUNDUS (1970), Professor Emeritus, Department of English, Theatre, and Languages**
B.A., College of Emporia; M.A., Wayne State University; Ph.D., University of Nebraska

***GILBERT L. SAMPSON (1966), Professor Emeritus, Department of Mathematics and Computer Science**
B.S., University of North Carolina at Pembroke; M.A., University of Arkansas; Ph.D., New York University

DOUGLAS W. SCHELL (1990), School of Business
B.S., Pennsylvania State University; M.B.A., Brigham Young University; D.B.A., Indiana University

***FRANK A. SCHMALLEGER (1975), Professor Emeritus, Department of Sociology and Criminal Justice**
B.B.A., University of Notre Dame; M.A., Ph.D., Ohio State University

SHARON L. SHARP (1988), Department of Education
B.A., State University of New York at Albany; M.A., Ed.D., West Virginia University

***JANIE B. SILVER (1960), Professor Emerita, Department of Education**
B.S., M.B.A., University of Georgia; Ed.D., University of Mississippi

HAROLD C. SLAGLE (1969), Department of Music
B.M.E., M.M., University of Nebraska; Ed.D., University of Illinois

NANCY STARNES (2003), Department of English, Theatre, and Languages
B.A., M.A., University of North Carolina at Pembroke

MICHAEL LINWOOD STRATIL (1979), Department of Psychology and Counseling
B.A., M.A., Ph.D., University of Florida

SANDRA M. STRATIL (1985), Department of English, Theatre, and Languages; College Opportunity Program
B.A., M.A., M.A.Ed., Morehead State University

P. ALBERT STUDDARD (1970), Department of Philosophy and Religion
B.A., Mercer University; B.D., New Orleans Baptist Seminary; M.A., University of Louisville; Ph.D., Southern Baptist Theological Seminary

HAROLD J. TEAGUE (1970), Department of Chemistry and Physics
B.S., Methodist College; M.S., Ph.D., North Carolina State University

NORMA JEAN THOMPSON (1963), School of Business
B.S., University of North Carolina at Pembroke; M.A., Appalachian State University; Ph.D., Georgia State University

***CLIFFORD W. TREMBLAY (1983), Professor Emeritus, Department of Mathematics and Computer Science**
A.B., George Washington University; M.A., Montclair State University; Ph.D., University of Illinois

***WILLIAM P. TURNER (1978), Professor Emeritus, Department of History**
A.B., A.M., Ph.D., West Virginia University

***PAUL VAN ZANDT (1969), Professor Emeritus, Department of Art**
B.F.A., Oklahoma State University; M.F.A., Tulane University

JOHN WALLINGFORD (1970), Department of Chemistry and Physics
B.Phys, M.Ed., University of Minnesota; M.S., Ph.D., Florida State University

***GEORGE R. WALTER (1967), Professor Emeritus, Department of Music**
B.M., West Virginia University; M.M., Indiana University; Ph.D., West Virginia University

ANN REAVES FENNEGAN WELLS (1960), Department of English, Theatre, and Languages
B.A., Coker College; M.A., East Carolina University

***RUDY D. WILLIAMS (1968), Professor Emeritus, Professor, Department of English, Theatre, and Languages**
B.A., Millsaps College; M.A., University of Mississippi; Ph.D., University of North Carolina at Chapel Hill

VIRGINIA WIRTZ (1999), Department of Nursing
B.S., Spalding College; M.N., University of Florida; Ed.D., East Texas State University

***JUDITH L. WISH (1975), Professor Emerita, Department of Education**
B.S., Campbell College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

SYLVESTER W. WOOTEN (1977), Former Director of Continuing Education, Extension, and Summer Session
B.S., Winston-Salem State University; M.S., Virginia State College; Ed.D., University of Virginia

APPENDIX B
SCHOLARSHIPS AND AWARDS

* indicates geographically restricted scholarships

Friends, faculty, alumni, corporations, and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of scholarships is available, some with specific restrictions. Students are encouraged to contact the Office of Financial Aid for application information on any of the following scholarships.

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ALUMNI SPONSORED SCHOLARSHIPS

African American Alumni Scholarship

Established by the African-American Alumni Committee of UNCP, this non-endowed scholarship is presented to an African-American student who meets all academic requirements of the University. In addition the recipient will serve as a liaison between his/her peers and the African-American Alumni Committee. Preference is given to the child of an African American Alumnus. The recipient will be provided a mentor by the African-American Alumni Committee in addition to the scholarship. The recipient must be in financial need. This scholarship is not renewable.

Alumni Loyalty Fund Endowed Scholarship

The UNCP Alumni Association through its Alumni Loyalty Fund awards scholarships to qualified incoming freshmen who are the children of UNCP alumni. The scholarships are based on academic ability, demonstrated leadership, and a personal interview. Preference is given to those who are in need of financial assistance.

The Robeson County Alumni Endowed Scholarship*

The donors strongly believe in the quality of education that The University of North Carolina at Pembroke provides its students. Therefore, members of the Robeson Alumni Chapter have joined together to create a scholarship that will provide financial assistance to a student in pursuit of a higher education degree.

This endowment is designed to assist a student from Robeson County whose immediate family member is an alumnus/a of The University of North Carolina at Pembroke. Immediate family member shall be defined as father, mother, grandparent, or a relative providing proof of legal guardianship. A minimum 2.5 QPA is required with the candidate enrolled as a full-time undergraduate student in the sophomore, junior, or senior year of study. There is no required field of study.

The award shall be provided on a yearly basis in two equal sums, half in the fall and half in the spring. The award is renewable if funds are available. The recipient shall be selected by the University Scholarship Selection Committee.

Triad Chapter of the UNCP Alumni Association Scholarship

The Triad Chapter of the UNCP Alumni Association established this scholarship in 2001 to assist a new generation of students in achieving an education in the supportive atmosphere each of them had during their time at UNCP. This non-endowed scholarship will be awarded half in the fall and half in the spring to students in any year of study, from any area of the country, and with any major field of study. Students must be full-time and maintain a minimum University standard QPA.

UNCP Alumni Soccer Endowed Scholarship

This scholarship was established to enable alumni, parents, and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

GENERAL SCHOLARSHIPS

Lewis M. And Louise P. Austin Endowed Memorial Scholarship

This scholarship is given in memory of the Donor's parents who valued a college education and who possessed uncompromising encouragement and support for not only their own children but others who were seeking an education. The Donor established this scholarship to give back or "pay it back" to those who encouraged and supported him during his educational journey. The education he received at Pembroke State University, due to his parents' determination, allows him today to give this scholarship in their memory.

He challenges the students who receive this scholarship to remember those people who were instrumental in their quest for an education and urges them to return the support and encouragement that helped them obtain their education at UNC Pembroke by supporting a student in the future as his parents did and as he does in their memory.

First choice for recipients of the Lewis M. and Louise P. Austin Endowed Memorial Scholarship will be residents of Marlboro County, South Carolina. There is no residency restriction, however, if no recipients can be identified from this area. There is no restriction of major, QPA, or year of study and the recipient may be of graduate or undergraduate status. The recipient shall be of demonstrated financial need and the award is renewable if funds are available.

Elsmer Ray and Edith V. Barnes Endowed Scholarship

Mr. Elsmer Ray Barnes generously provides this scholarship in loving memory of his wife and for the purpose of assisting aspiring students who demonstrate outstanding leadership potential. Based upon high school involvement and academic record, this scholarship is renewable for four years of continuous study. In order to maintain the scholarship, the recipient must be a full-time student and have a 3.0 QPA.

BellSouth Telecommunications, Inc. Endowed Scholarship

The scholarship is awarded annually to students who demonstrate and maintain high academic standards. Students will be selected who also have documented a need for financial assistance.

Braves Disabled Student Enrichment Endowed Scholarship

The Donor wishes to establish this scholarship to enhance the social and educational opportunities available to disabled students attending UNC Pembroke.

The recipient of the Braves Disabled Student Enrichment Endowed Scholarship will be a full-time student enrolled at UNCP, either graduate or undergraduate, maintaining a minimum 2.5 QPA and with demonstrated financial need. Full-time status consists of students taking a minimum of 12 semester hours or students with reduced course load approval from the Department of Social Services. There is no restriction of residency or major. The recipient shall be classified as a sophomore through graduate student. The award will be made half in the fall and half in the spring and is renewable as long as the above criteria are met and student is in good standing with the University.

Pattie L. Brayboy Endowed Memorial Scholarship*

This scholarship was established in memory of Pattie L. Brayboy, a graduate of UNC Pembroke, class of 1967. Mrs. Brayboy was an outstanding educator and guidance counselor. She was respected by her students and peers and was dedicated to the intellectual development of her students for 21 years. The scholarship is to be awarded annually to graduating seniors from Purnell Swett High School who will be entering UNC Pembroke. The students must have an overall B average in their senior year plus a strong recommendation from the guidance counselor and principal. The recipient shall demonstrate financial need.

Charles I and Betty F. Bridger Endowed Scholarship*

This scholarship was established to provide the opportunity to attend UNCP to an individual from Bladenboro and/or Bladen County. The donors believe that education is essential and has an everlasting impact on the future.

The recipient must meet University academic standards and be in financial need. First preference is given to a freshman. The award is then renewable.

Judge Dexter Brooks Scholarship*

This scholarship was established in honor of Judge Dexter Brooks to provide financial support for low-income individuals in Robeson County who are eligible to attend The University of North Carolina at Pembroke. Eligible recipients of this scholarship must maintain a minimum 2.5 QPA and be full-time students. Awards of up to full tuition and fees, to occur half in the fall semester and half in the spring semester, will be made to undergraduate students and are renewable.

Peter Brooks Endowed Memorial Scholarship*

The Peter Brooks Endowed Memorial Scholarship was established in 1993 by family and friends as a living memorial to Peter Brooks. Peter Brooks was known in the community as a protector of freedom, a servant of the people, and a proponent of education. He was genuinely concerned about the welfare of others and encouraged continuing education. His philosophies form the hallmark of this scholarship, which is awarded to a part-time student who is working toward an advanced degree or alternate degree in a health-related area. The recipient must be an individual who lives or works in Robeson County and who demonstrates a spirit of community and civic responsibility. Awards are renewable.

Kathleen Price and Joseph M. Bryan Family Foundation Endowed Scholarship

Though the Bryan Family Foundation concluded their work in 2000, this endowed scholarship fund continues to provide support to disadvantaged students attending UNC Pembroke. The scholarship award is based on academic aptitude, as indicated by a sound scholastic record, and appropriately documented financial needs.

The Becky B. Bullard Endowed Scholarship*

The Donor wishes to establish an award which will assert her belief in the enduring value of education, and at the same time honor the memory of her late husband, Clifford Bullard, who shared her belief in the life-affirming usefulness and worth of a college education. This endowed scholarship is meant to encourage a young man or woman who has the desire to attain an education to make that goal a reality. The donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates for award of this scholarship shall be full-time undergraduate students entering their freshman year of study at the University of North Carolina at Pembroke or transfer students coming to UNCP to complete their course of study. The candidate must have graduated from a high school in Anson or Union counties in North Carolina and must meet UNCP admission standards. There is no preference of subject major, and the candidate does not have to be of demonstrated financial need.

The award is renewable to the candidate for four years of study at UNCP, or, if eligibility by virtue of a 2.5 average is not maintained, can be re-awarded to a student whose high-school career

was in Anson or Union counties.

Sam Cernugel Endowed Memorial Scholarship*

The scholarship was established by family and friends to honor the memory of Sam Cernugel of Fairmont. Mr. Cernugel spent much time working to improve the quality of life in and around his home in Robeson County.

The recipient of the scholarship shall be a full time undergraduate in financial need who meets all academic requirement of the University. First priority will be given to a student who is a member, or the child of a member, of the First Baptist Church, South Main Street, Fairmont. Failing a qualified candidate, the recipient will be a resident of Robeson County. The award is renewable.

Oscar and Margie Chavis Endowed Memorial Scholarship*

The Donor, a proud graduate of UNCP in 1947 and retired school teacher, has taught children who were academically capable of attending college but who could not attend due to their financial circumstances. Having been a teacher, she knows the value and importance of education as part of one's future. The Donor is proud to know that this scholarship will help countless students realize their dream of a post-secondary degree and is honored to establish this scholarship in memory of her parents who sacrificed in order that she and her siblings could obtain a college degree.

The recipients of the Oscar and Margie Chavis Endowed Memorial Scholarship shall be residents of North Carolina who are of demonstrated financial need. First preference shall be given to an American Indian recipient. Recipients must maintain a 3.0 QPA and be full-time undergraduate students in the sophomore, junior, or senior year of study. The award will occur half in the fall and half in the spring and is renewable as long as funds are available. There is no restriction of major or field of study.

Converse, Inc. Endowed Scholarship*

Endowed by Converse, Incorporated, Lumberton, NC, this scholarship is awarded annually to Robeson County Residents who consistently maintain an average of 3.0 or above. Open to all races and academic majors, the scholarship may be renewed as long as recipients make satisfactory progress toward completion of their degrees. It is understood that preference will be given to qualified students who are sons or daughters of former Converse employees and that financial need will not necessarily be a factor in the selection process.

Corporate Scholars Endowed Scholarship*

Initially endowed by an anonymous donor and sponsored by numerous corporate donors, this scholarship is awarded annually to students from Columbus, Hoke, Cumberland, Robeson, Moore, Bladen, and Scotland Counties. Recipients must meet all academic qualifications of the University and be in financial need. The scholarship award is renewable provided satisfactory performance is maintained. The award is available for no more than five years of study for an individual recipient.

Crestline Homes, Inc. Endowed Scholarship*

Crestline Homes, Inc. has established this scholarship to benefit the children of its employees, allowing them to further their education. The recipients shall be full-time undergraduate students maintaining at least minimum University standards of academic achievement. The award is available to students of any year of study and is renewable. The scholarship award provides funding toward tuition and fees plus an allowance for books.

Charles Gregory "C.G." Cummings, Jr. Endowed Memorial Scholarship

The scholarship was established in 1993 in memory of Charles Gregory "C.G." Cummings, Jr. by his family, Purnell Swett High students, faculty, and friends in his honor. "C.G." was 16 years old and a junior at Purnell Swett High. He was respected and loved by students and faculty. "C.G.'s" warm personality, caring attitude, and his involvement in church, school and community programs made a lasting impression on students, family and his many friends in the community. The scholarship is also in memory of "C.G.'s" friend Ray Ransom.

The scholarship is open to any academic major, and awarded annually to a deserving student who demonstrates qualities of leadership, humanitarianism, and who has met academic requirements.

Jerry Daniel Scholarship*

This scholarship was established to support The University of North Carolina at Pembroke and honor Jerry Daniel, a UNCP graduate in the class of 1968 and long-time coach at West Montgomery High School. The award will support a West Montgomery High School student entering his or her freshman year of study as a full-time undergraduate student. If a freshman cannot be identified, it will be renewed to a previous recipient.

The Danford, Sr., and Reece Graham Dial Family Endowed International Scholarship*

The Donors wish to honor the memory of their parents/grandparents, Mr. Danford Dial, Sr., and Mrs. Reece Graham Dial, who were dedicated to their family, to education, and to the community. Mr. and Mrs. Dial believed strongly in the value of an education, so much that Mr. Dial led the drive to save UNCP's historic landmark Old Main building from destruction. They also had strong faith, attended church without fail throughout their lives, and believed in teaching these values to their children.

Through this scholarship, the Dial children and grandchildren wish to provide the opportunity for an education to students from around the world. The recipient will be an international student. Failing a qualified international candidate, consideration will be given to Native American students from Robeson County, North Carolina. Criteria for award include consideration of financial need and scholastic achievement. A minimum University QPA is required. Students may be either part-time or full-time, undergraduate or graduate. It is preferred but not required that the recipient be a freshman with renewal of the scholarship each year provided all criteria are met. There is no required field of study with this scholarship. One award, not to exceed $500.00, will be made half in the fall and half in the spring. The number and amount of awards will increase incrementally with the endowment. The Financial Aid Office will screen and select recipients. The Donors may recommend or refer candidates from time to time but will not be involved in the selection process or decision.

William Howard Dean Scholarship

This scholarship was established to honor the patriarch of the Dean Family, "Howard" Dean. Mr. Dean served as Athletic Director, Basketball Coach, Vice-Chancellor for Academic Affairs, and Dean of Graduate Studies at The University of North Carolina between 1960 and 1992. Candidates must maintain a 3.0 QPA.

Ruby Carter Dial Endowed Memorial Scholarship*

The Donors wish to recognize distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, who are either full-or-part time undergraduate students in their junior year of study, and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The $500.00 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a Robeson County American Indian enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be made half in the fall and half in the spring and the award shall not exceed $500 per year. The award will be renewable if funds are available.

Dr. A.P. and Frances Dickson Scholarships*

A Dickson Scholarship is awarded annually to a full-time undergraduate student who currently resides in Hoke County, NC. Recipients are chosen on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

Eagle Distributing Company Endowed Scholarship*

Sponsored by Eagle Distributing Company, Lumberton, NC, this scholarship is awarded annually to a student who resides in Robeson County. The recipient shall be an average student (2.5 QPA) and be the child of blue collar working parents The recipient must be in need of financial assistance, a conscientious, hardworking individual who fosters a spirit of community and civic responsibility. Open to any major, the scholarship may be renewed as long as the recipient makes satisfactory progress toward the completion of his/her degree.

Paul R. And Lee Givens Endowed Scholarship

Established by Paul and Lee Givens, this scholarship is awarded annually to an academically gifted student. The scholarship may be renewed as long as the recipient maintains a 3.0 QPA or better. The decision regarding renewal will be made annually.

Dr. Paul R. Givens holds the position of Chancellor Emeritus, having served as Chancellor from 1979-1989 at UNC Pembroke.

Linda Gail Hammond Endowed Memorial Scholarship*

This scholarship was established in 2001 to honor the memory of Linda Gail Hammond and to provide financial support for low-income individuals in Robeson County, NC who are eligible to attend the University. First consideration for award will be given to members of the Lumbee Native American Tribe who are residents of Robeson County, North Carolina. Second consideration will be given to other members of the Lumbee Native American Tribe. Third consideration will be given to other residents of Robeson County, NC. Recipients must maintain a minimum of 2.5 QPA, be full time students and demonstrate financial need. The awards will occur half in the fall semester and half in the spring semester; will be made to students in the freshman year of study; and, are renewable.

Mary Ann Hubbard Endowed Scholarship

This scholarship is given by James and Ellen Hubbard in memory of their daughter, Mary Ann Hubbard, who met a tragic death during her senior year in college. It is given in appreciation for her African-American roommate who meant so much to her during her illness. The scholarship is awarded annually to an educationally challenged student. The recipient must meet current academic requirements and be in financial need. It is renewable. This scholarship is designed to encourage academic perseverance.

Jeriad Paul Jacobs Endowed Memorial Scholarship*

The Donors wish to honor the memory of their son by establishing the Jeriad Paul Jacobs Endowed Memorial Scholarship. Jeriad was a brave, modern-day Indian warrior who died in Iraq while serving his country as a member of the US Marine Corps. He possessed a number of passions, two of which were his family and his American Indian heritage. Jeriad was a poet who, in his brief 19 years, wrote numerous poems that expressed yet another true passion—life. Even though he loved his "Indian people," Jeriad also believed in loving and helping all people.

Candidates for award of this scholarship shall be American Indian residents of Robeson County, North Carolina. Candidates must show demonstrated financial need and must be full-time undergraduate students in any year of study and maintaining at least the minimum university standard QPA. There is no restriction to major or field of study.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

The Jump Start Endowed Scholarship Fund

The Donor wishes to establish a scholarship designed for any student with a strong desire for an education and of financial need. The Jump Start Endowed Scholarship Fund is designed for persons who have a strong desire for a college education and want to give it a try. The Donor believes that often average students, who have the desire to work hard, are deserving of aid even though they may not be the most academically talented of students. Therefore the recipient(s) shall be undergraduate students who meet or exceed minimum University standards. The candidate may be a recent high school graduate or may have been out in the working world for several years. The high school record is not the basis for this scholarship (as long as the applicants have the minimum requirements for UNCP admission); it is based on motivation. The award is available to students for any year of study

and any major. The scholarship application must contain a letter expressing the applicant's desire for a college degree with the reasoning for this realization. The scholarship award shall equal tuition and fees for one semester to one student initially. If the candidate succeeds and motivation continues, the scholarship is renewed each semester as long as there are sufficient available funds.

David K. and Elizabeth H. Kuo Scholarship

The Kuo family and their friends wish to honor the memories of Dr. David K. Kuo and Dr. Elizabeth H. Kuo by establishing this scholarship. Dr. David Kuo was a professor of Biology, and Dr. Elizabeth Kuo was a professor of Geography. Together, they served The University of North Carolina at Pembroke for a combined total of 59 dedicated years. Throughout their lifetimes, Drs. David and Elizabeth Kuo enriched and inspired the lives of numerous students, fellow faculty members, and the staff at UNC Pembroke.

Eligible recipients of this scholarship are full-time undergraduate students in any year of study. Financial need or specific major are not considerations for this honor. The award is renewable contingent upon sufficient funds being available.

Sarah and Louis C. LaMotte, Sr. Endowed Scholarship*

This scholarship was established in memory of Sarah Hunter LaMotte and Louis C. LaMotte, Sr., who lived in Maxton for over 40 years and who loved the people of Maxton. Dr. LaMotte was a Presbyterian minister and President of Presbyterian Junior College from 1939-1961, and Sarah LaMotte was an English teacher. They were especially pleased to have been of help to promising students who needed financial assistance to attend UNCP. The recipient of the scholarship must be a full-time student enrolled with the intention of earning a BS or BA degree. The recipient must be a resident of Maxton, NC. The award is based on demonstrated financial need, good citizenship and responsibility. Although not limited in area of study, some preference will be given those aspiring to be teachers.

Lance Foundation Endowed Scholarship*

The Lance Foundation scholarship fund was established in support of disadvantaged students attending UNC Pembroke. This scholarship is open to students from the Charlotte/Mecklenburg County area. It is based on academic aptitude as indicated by a sound academic record and financial need.

John Winston and Addie Mae Locklear Memorial Endowed Scholarship*

The scholarship was established by loving family members in memory of John Winston and Addie Mae Locklear, parents who believed in the value of education. It is available to all majors with a 3.0 QPA or better. The recipient must be a North Carolina resident and a full time student. The award is renewable annually.

James Lee Love Endowed Scholarship*

The James Lee Love Scholarship is awarded annually to a full-time North Carolina resident undergraduate student. Recipients are chosen on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

Dennis Lowery and Family Endowed Scholarship*

The Donor wishes to replace a previously non-endowed scholarship, established in March 2001, with an endowed scholarship in order to provide assistance to local students in higher education in perpetuity; therefore, the Donor has re-established the Dennis Lowery and Family Scholarship as the Dennis Lowery and Family Endowed Scholarship.

Candidates for award of this scholarship shall be Native American residents of Robeson County, NC, from the Pembroke, Prospect, or Magnolia communities. Candidates will be selected based upon financial need. The candidate will be a full-time student in the junior or senior year of study, with no restriction of major and maintaining a 2.5 QPA. Awards will be renewable if funds are available.

Zeb Lowery Endowed Scholarship

This scholarship was established by Dennis Lowry in 1999 in memory of his father Zeb Lowry. The recipient of the scholarship shall be a full-time student. The recipient must maintain at least a 2.5

QPA to receive and renew the award. The scholarship is based on financial need.

Burleigh and Pearlie Lowry Endowed Memorial Scholarship

The Donors wish to memorialize their parents' love, dedication and faithfulness to Harper's Ferry Church, and their realization for the opportunities that are provided through educational pursuits, by establishing the Burleigh and Pearlie Lowry Endowed Memorial Scholarship.

The recipients of the Burleigh and Pearlie Lowry Endowed Memorial Scholarship shall be selected on the basis of the following priorities: (1) first- demonstrated financial need; (2) second - a membership or family membership in Harper's Ferry Baptist church; and, (3) third - first preference given to a resident of Robeson County, North Carolina.

Reba M. Lowry Endowed Scholarship

Established by Ira Pate Lowry in memory of his wife, Mrs. Reba M. Lowry, who served UNC Pembroke for many years as Dean of Women and Chairman of the Department of Foreign Languages, this scholarship is awarded annually to a student based on scholarship and need.

Dr. Gerald Dean Maynor Endowed Memorial Scholarship*

This scholarship was established by the family of Dr. Gerald Dean Maynor, former Chair of the Education Department of UNCP, in honor of his belief in the importance of education and his desire to help others succeed. The recipient of the scholarship will be a resident of Robeson County and a graduate of Purnell Swett High School. The recipient will be a full time undergraduate student with a minimum 3.0 QPA. The award is renewable.

Maria Frances Johnson McCrimmon Memorial Endowed Scholarship*

The scholarship was established in memory and honor of Maria Frances Johnson McCrimmon, an alumnae of UNCP, by her husband John H. McCrimmon, Sr. First preference for recipient(s) of the scholarship shall go to students from Bladen County, North Carolina. Failing qualified or sufficient numbers of applicants, next preference is to students from North Carolina, the United States and, finally, anywhere worldwide. The award is available to students of any year of study and is renewable.

Zula Lee and Thomas C. McRae Endowed Memorial Scholarship*

The scholarship was bequeathed to UNC Pembroke by Mr. McRae in memory of himself and his wife, Zula Lee McRae. The scholarship is awarded annually to an economically disadvantaged African-American student, with priority given to a resident of Robeson County.

North Carolina Native American Endowed Scholarship*

This scholarship was established in 2000 by a gift from UNCP alumnus Christopher Kirks and funded by individuals and corporate donors, including Progress Energy, to provide financial assistance to North Carolina Native American students who may otherwise not be afforded an education. Criteria for award of these scholarships include: that the recipient(s) be of NC Native American ancestry with distribution equally among all NC (recognized) Indian tribes represented. The recipient(s) must be full time undergraduate students with a minimum QPA and a demonstrated financial need. There is no preference regarding subject major or year of study.

Earl Hughes Oxendine Endowed Memorial Scholarship*

The Earl Hughes Oxendine Endowed Memorial Scholarship was established in 1991 by family and friends to honor this long-time educator who graduated from UNC Pembroke in 1957. Awards will be made to deserving students from the region who demonstrate qualities of leadership, service, and integrity. Recipients must receive the recommendation of their high school advisor or principal. Awards will normally be renewed to the recipient as long as h/she remains in good standing at the University. Decisions for renewal will be made annually.

The Mr. and Mrs. Jesse Edward Oxendine Endowed Scholarship

The Donors wish to assist students who are interested in pursuing a medical career, with preference in the area of pre-Pharmacy. Candidate selection shall be based upon: full-time enrollment; either undergraduate or graduate status; pursuing a medical career (pre-Pharmacy preference); adherence

to a 2.5 QPA; and financial need. Should there be two candidates of equal qualifications, first preference shall be granted to a Native American. There is no preference of residency or year of study. The scholarship shall be renewable.

Louis and Millie Oxendine Endowed Scholarship*

The scholarship was established by Louis S. Oxendine because of his belief in the importance of education and the desire to assist a student at UNCP. The recipient must be a resident of North Carolina and an undergraduate. Initial award will be to a student with a 3.0 QPA and with financial need. First preference is given to a freshman. The award is renewable as long as the student maintains an academic average of 2.5 QPA after the junior year.

David D. Parke Endowed Scholarship*

This scholarship was established in memory of David D. Parke. Mr. Parke was a pre-med student at Washington University in St. Louis, Missouri, when he was drafted into the service during the Korean War; he was listed as Missing in Action in 1952. North Carolina residents or military-affiliated students enrolled in their junior or senior year of study who are participating in the Health Careers Access Program with the intention of pursuing a health career are eligible to receive this renewable award. Recipients must maintain a minimum of 3.3 to 3.5 QPA and be full-time undergraduate students.

Pembroke Business and Professional Women's Organization Career Advancement Endowed Scholarship

The Donor wishes to provide financial assistance to a mature woman who needs further education to obtain a promotion, to change to a more promising career field, or to return to the job market.

The recipients of the Pembroke Business and Professional Women's Organization Career Advancement Endowed Scholarship will be residents of Robeson County, NC, with a demonstrated financial need and a major in any field of study, with first preference to Native American students. Recipients must maintain a minimum University QPA, be in their junior year, and be full-time undergraduate students. The award of $500.00 will occur half in the fall and half in the spring and is renewable.

Julian T. Pierce Endowed Memorial Scholarship*

This scholarship was established by the trustees of the Julian T. Pierce Memorial Fund for the purpose of creating a living memorial to Julian T. Pierce. Mr. Pierce, a Lumbee Indian, was a humanitarian with great courage and foresight who demonstrated his concern for the poor and the underprivileged in Robeson County, NC.

The scholarship is to be awarded annually to a resident(s) of Robeson County, who is/are in financial need, and has/have demonstrated scholastic and leadership abilities. The scholarship provides the student(s) with full tuition for an academic year. It will normally be renewed each academic year providing the recipient(s) maintain a 3.0 QPA or better.

Gilbert D. Prevatte Endowed Memorial Scholarship*

The donors wish to honor the memory of Mr. Tony Prevatte's brother, Gilbert D. Prevatte, a 1979 UNCP graduate. Eligible candidates are residents of Robeson County, NC, enrolled as full-time undergraduate students in any year of study. The recipient must maintain a 3.0 QPA and may major in any area of study. The amount of this scholarship will be awarded in two allotments: half in the fall semester and the remaining half in the spring semester. The award will be renewable if funds are available.

The Percy Richardson Endowed Memorial Scholarship

The Donors wish to assist in providing educational opportunities to Native American college students at The University of North Carolina at Pembroke, an accredited four-year University. Candidate selections shall be based upon the following criteria: (1) first preference shall be to Native Americans who are affiliated with a State Recognized Tribe or Terminated Tribe (as evidenced by proof of Tribal enrollment) situated on the East Coast as far west as the Ohio state line, second preference shall be to Federally recognized Native Americans, and last option would be to other students seeking

to secure a degree with emphasis on American Indian Studies; (2) no subject major preference unless the scholarship is not awarded to a Native American, in which case, the recipient would have to be seeking a degree with emphasis on American Indian Studies; (3) a minimum University standard QPA; (4) no preference to year of study and is renewable for three additional years (total of four years); and, (5) full-time undergraduate status. Applicant must carry at least 12-16 credits, depending upon the University's requirements for full-time status. If a freshman, the recipient is required to utilize the scholarship within nine months after high school graduation. If the recipient experiences a medical or family hardship and withdraws from school, the recipient is required to return to school within one year in order to retain the scholarship.

William A. Roach/Lumberton Rotary Club Scholarship*

The award was established in memory of William A. Roach, a charter member of the Lumberton Rotary Club. It is awarded annually to a resident of Robeson County who is in financial need, has demonstrated scholastic and leadership abilities, and who is deserving.

Rust Enterprises, Inc. DBA McDonald's Endowed Scholarship*

The Rust Enterprises, Inc. DBA McDonald's Scholarships are provided for full or part-time students who are employees of Rust Enterprises, Inc. DBA McDonald's. It is anticipated that these scholarships will reward deserving regional youth, instilling in them a strong work ethic, as well as a commitment to further their education and career goals. Recipients must maintain a 2.25 QPA or better. Financial need is not a consideration. Scholarship renewals will be considered if the recipients make satisfactory progress in their programs. Up to ten scholarships will be awarded.

Saint Albans Masonic Endowed Scholarship*

The members of the Lumberton St. Albans Masonic Lodge established this scholarship to help deserving youth in Robeson County, North Carolina receive a quality education. Criteria for award of these scholarships include residency in Robeson County, North Carolina and a minimum University standard QPA The recipient(s) shall demonstrate financial need, be in their freshman year of study and be registered as a full time student. Two scholarships will be awarded with award occurring half in the fall and half in the spring. The scholarship is not renewable.

Oscar R. Sampson Endowed Scholarship

Established by family and friends of Oscar R. And Susie J. Sampson, this award is to be presented annually to a Native American student who has met all admission requirements to enroll, or who is currently enrolled at UNC Pembroke. The recipient must possess those qualities of integrity, leadership, scholarship, and service that Mr. Oscar R. Sampson held so dear. The recipient must be in need of financial assistance. The award will cover tuition and fees for the academic year.

R.E. Smith, Jr., and Cora T.Y. Smith Endowed Scholarship

This scholarship has been designated for an academically talented Native American student demonstrating financial need. Funded by the S.C. Dames of the XVII Century, this scholarship was established in memory of R.E Smith, Jr., and Cora T.Y. Smith. Mrs. Smith was a former member of many genealogical societies. She was well loved and respected by all who knew her.

Staff Council Scholarship

Established to honor the staff and family members of UNCP staff, candidates for this award are full-time staff members (who have successfully completed probation) or the child or spouse of such a staff member. High school graduates applying must have a 2.0 GPA.

Student Book Scholarship

This scholarship was established by donors who observed that students struggling to pay tuition and fees may be unable to afford their textbooks. Any student may apply for this annual scholarship through the Financial Aid Office.

C.M. and M.D. Suther Endowed Scholarship*

A C.M. and M.D. Suther Scholarship is awarded annually to a full-time North Carolina resident undergraduate student on the basis of academic standing and financial need. Awards are non-renewable and vary in amount according to income available from the trust.

Earl A. And Ophelia Thomas Endowed Scholarship

Earl A. Thomas graduated from Pembroke Indian Normal School (the predecessor to today's UNCP) in 1934 while his wife Ophelia Thomas graduated in 1933. Named in their memory, this scholarship is awarded annually to two academically talented Native Americans, first preference to one male and one female, who demonstrate a need for financial assistance. Recipients must maintain a minimum 3.0 QPA and is renewable.

UNCP 50th Class Reunion Gold Endowed Scholarship

On behalf of the UNCP alumni, the Donor wishes to establish an endowed fund into which all 50th Class Reunion participants, and their friends or family, can make contributions during their respective homecoming years. The Class of 1956 shall be the first 50th Reunion Class to contribute to this fund and shall therefore be credited with establishing this endowment in conjunction with the Office of Alumni Relations.

Candidates for award of this scholarship shall be either full-time or part-time, graduate or undergraduate students in any year of study, in any field or major and maintaining at least the minimum university standard QPA at The University of North Carolina at Pembroke. First consideration shall be given to candidates of demonstrated financial need who are not receiving federal grant assistance. There is no restriction of residency.

UNCP Friends of the Library Generalist Endowed Scholarship

The Donor wishes to establish the UNCP Friends of the Library Generalist Endowed Scholarship, an endowed fund, to assist at least one undergraduate student per year at UNCP, depending upon fund availability. The purpose of this fund is to provide financial assistance to an undergraduate student who is not the recipient of a merit scholarship.

Candidates for consideration of this award shall be full-time undergraduate students in the sophomore, junior, or senior year of study at UNCP meeting a 3.0 minimum QPA standard restriction. Candidates may be pursuing a degree in any major. Candidates do not have to demonstrate financial need, and the award is renewable, but candidates must reapply each semester.

When awarded, the award shall be $500.00 per student per award and shall be credited to the recipient's account.

WestPoint Stevens/Alamac Knit Fabrics Endowed Scholarship*

This scholarship is awarded to a student from southeastern North Carolina who demonstrates above average academic ability and is in need of financial aid to be able to continue his/her undergraduate education.

Dr. Sylvester Wooten Omega Psi Phi Scholarship

The Donors wish to: honor Dr. Sylvester Wooten by establishing this scholarship in his name and provide financial assistance to members of Omega Psi Phi enrolled at The University of North Carolina at Pembroke.

The recipients of the Dr. Sylvester Wooten Omega Psi Phi Scholarship shall be XM members of Omega Psi Phi. If no recipient is identified within the organization for a given academic year, the award will be held until an academic year in which a recipient can be identified within Omega Psi Phi. The recipients must maintain a minimum 2.5 QPA and be of demonstrated financial need. There is no restriction of residency, major, year of study, or student status. The award is renewable if a new recipient cannot be identified.

COLLEGE OF ARTS AND SCIENCES

DEPARTMENTAL SCHOLARSHIPS

DEPARTMENT OF AMERICAN INDIAN STUDIES

Pembroke Chamber of Commerce Endowed Scholarship

This scholarship was established by the Pembroke Chamber of Commerce and is to be awarded to qualified students majoring in American Indian Studies.

Adolph L. Dial Endowed Scholarship

This scholarship was established by Dr. Adolph Dial, the first chairman of the American Indian Studies Department at UNC Pembroke. The award is made annually to a student majoring in American Indian Studies.

Jane C. Oxendine Endowed Scholarship

The Jane Oxendine scholarship was established by the Pembroke Chapter of the UNCP Alumni Association in recognition of Mrs. Oxendine's dedication to the preservation of the American Indian culture. The recipient must have a major or minor in American Indian Studies. The recipient shall be enrolled in good standing at the University and be in need of financial assistance. The recipient must be actively involved in cultural activities on and off campus.

William Lonnie Revels, Sr. Memorial Scholarship*

The Donor wishes to establish this scholarship—a tribute to her husband's lifelong commitment to education, entrepreneurship, and his American Indian heritage—to encourage and financially assist young American Indian students pursuing an education at UNC Pembroke.

The recipients of the William Lonnie Revels, Sr., Memorial Scholarship shall be native residents of North Carolina majoring in American Indian Studies, Education, or Business at UNCP. The awards should rotate within these majors—the first year awarded to an American Indian Studies major, the second year to an Education major, the third year to a Business major with a Concentration in Entrepreneurship, etc. Recipients must maintain a 2.5 QPA and be full-time undergraduate students in any year of study. The award will be made to an American Indian student of demonstrated financial need in the fall and is non-renewable.

Strike at the Wind! Service Scholarship

The Donor wishes to reward students who give time to community service by establishing the *Strike at the Wind!* Service Scholarship.

Candidates for award of this scholarship shall be individuals with demonstrated evidence of community service and who are majoring in Art, American Indian Studies or Music at The University of North Carolina at Pembroke. There shall be no restriction of residency, year of study, QPA or financial need.

Jim Thorpe Scholarship

This scholarship was established by UNCP professor and Thorpe scholar Dr. Robert Reising to reward a deserving student as well as to honor "the Greatest Athlete in the World." Jim Thorpe, a Sac and Fox Indian, Olympic and professional athlete, was a one-time resident of North Carolina. Criteria for award of this scholarship include a demonstrated financial need, full-time undergraduate student status, and, preferably, majoring in American Indian Studies. One scholarship will be awarded in the fall of the year. The scholarship is renewable.

DEPARTMENT OF ART

Gene Locklear Endowed Scholarship in Art

This scholarship was established by friends of Gene Locklear, a Pembroke native, former professional baseball player and renowned artist. Mr. Locklear's paintings, primarily depicting Native Americans, have owners worldwide and include the governor of North Carolina and baseball legend Pete Rose. One of Mr. Locklear's paintings was even selected to hang in the White House.

This scholarship is awarded annually to an Art major. The recipient is selected on the basis of artistic ability and/or need.

Magenta Maynor Endowed Scholarship in Art*

Established in 2000 by her daughter, Dr. Jayne P. Maynor, this scholarship honors the memory of Magenta J. Maynor, a member of the UNCP class of 1949 who loved sharing the joy, beauty and enrichment of art with her students. The recipients of this scholarship will be residents of North Carolina with a major in art. Recipients must maintain a minimum of 2.5 QPA and be full time students. The two awards will occur half in the fall semester and half in the spring semester, can be

made to students in any year of study and are renewable.

Ralph L. Steeds Endowed Scholarship

The Donor wishes to honor Professor Ralph Steeds, who contributed greatly to UNCP through his teaching, service, and research. Professor Steeds came to the University in 1975 when printmaking was in its infancy at the University. During his tenure at UNCP, printmaking grew into a mature, professional print shop, and Professor Steeds is thought to have been very instrumental in its transformation. He began phased retirement in 2005 with plans to continue teaching printmaking.

Candidate for award of this scholarship shall be a full-time undergraduate student at The University of North Carolina at Pembroke majoring in Art with first preference given to applicant with emphasis in manual printmaking. The candidate shall maintain a minimum 2.5 QPA. There is no restriction to year of study or residency and financial need is not a requirement. The Department of Art Scholarship Selection Committee reserves the right to renew the award to a previously qualified recipient.

Strike at the Wind! Service Scholarship

The Donor wishes to reward students who give time to community service by establishing the *Strike at the Wind!* Service Scholarship.

Candidates for award of this scholarship shall be individuals with demonstrated evidence of community service and who are majoring in Art, American Indian Studies or Music at The University of North Carolina at Pembroke. There shall be no restriction of residency, year of study, QPA or financial need.

Paul Van Zandt Endowed Scholarship in Art

The Donors wish to honor Professor Paul Van Zandt, former Chair of the Department of Art, by providing a scholarship that will assist students in the achievement of their educational goals. Professor Paul Van Zandt was an esteemed artist and faculty member at The University of North Carolina at Pembroke for 35 years until his retirement in 2005. At the time of his retirement, Van Zandt had established his legacy as a teacher, mentor, sculptor and potter. For these reasons, and to thank him for his service, this scholarship has been established to promote education among students majoring in Studio Art.

Candidate for award of this scholarship shall be a full-time undergraduate student, in the sophomore, junior or senior year of study at The University of North Carolina at Pembroke declaring an Art Studio major. This candidate shall maintain a minimum 3.0 QPA. There is no restriction of residency and financial need should not be a consideration. The Department of Art Selection Committee reserves the right to renew this award to a previously qualified recipient.

DEPARTMENT OF BIOLOGY

Dr. Robert F. Britt Endowed Memorial Scholarship

The Robert F. Britt scholarship was established by family, students, and friends to honor the memory of long-time faculty member and Biology Department Chairman, Dr. Robert F. Britt. The scholarship is awarded annually to a Biology major who has shown interest in the Plant Sciences.

Dr. James B. and Eleanor L. Ebert Scholarship

This non-endowed scholarship is awarded annually to a student majoring in Biology at UNC Pembroke who will specialize in the study of Ecology. The criteria for selection are a 3.0 QPA and motivation and ecological commitment. Financial need is not a consideration. The award is renewable.

Dr. James B. Ebert, Professor Emeritus in Biology, has served the University since 1956 as Dean of Student Affairs and Assistant to the President during the 1960s and Associate Professor of Biology.

GlaxoSmithKline, Inc. Women in Science Endowed Scholarship

The purpose of the GlaxoSmithKline, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the

science profession, and to provide students with a woman scientist mentor at GlaxoSmithKline, Inc. Students must have a GPA of 3.0 or better. Students' QPA must remain at 3.0 or better to be eligible to continue to receive the award.

UNCP Biotechnology Endowed Scholarship

The Donor wishes to recognize the efforts of Biotechnology majors and promote the advantages of Biotechnology as well as the advantages of higher education and the University of North Carolina at Pembroke. A longtime member of the UNCP faculty, Dr. Leonard Holmes is promoting the sciences, biotechnology, and higher education, as well as giving back to the university that has been the cornerstone of his professional life by providing him good fortune and friendships.

The recipient of the UNCP Biotechnology Endowed Scholarship will be a Biotechnology major. In the event a deserving Biotechnology major cannot be identified, the award will be made to a Chemistry major. Selection of the students will be made by the faculty of the Department of Chemistry and Physics. Recipients must maintain the minimum university standard grade point average and be full-time undergraduate students. The award will be made in any year of study and is renewable.

DEPARTMENT OF CHEMISTRY AND PHYSICS

The Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry and The Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration*

This scholarship documents the Donors' wishes to support the area of study in which each of them specialized during their long and distinguished careers as faculty members. In 1963, Dr. Cecil Conley became the chairman of Pembroke State University's (now the University of North Carolina at Pembroke) Division of Science and Mathematics. Dr. Naomi Lee, also a PSU alumna, was dean of women and assistant professor in the PSA Business Department. Because of these ties to UNCP, the fact that they met and married while on the PSU campus, and because education had been their careers, these two now retired faculty members established the scholarships in 1993. It has been their hope that these scholarships will benefit young people from the area.

Candidates for The Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry shall be a Robeson County resident majoring in Chemistry, maintaining a 3.0 GPA, whose financial need may be considered but should not be a determining factor. The Selection Committee shall consist of a University Committee in consultation with the Chair of the Department of Chemistry and Physics. Dr. Cecil Conley shall be invited to participate in the final selection.

Jose and Dorothy D'Arruda Endowed Scholarship

The Donors wish to express their belief in the advantages of higher education and the University of North Carolina at Pembroke in particular by establishing a scholarship that will provide incentive and support to young people who are entering the sciences. As a longtime Professor of Physics and Chair of the Physical Science Department, Dr. Jose D'Arruda has an obvious attachment to his area of study. His friend and partner since the age of 16, Dorothy D'Arruda holds two degrees from UNCP and taught high school level science for many years. Both of these donors are lovers of the logic of science and have devoted a large part of their lives to the art of teaching. In the hope that they might instill a sense of wonder and pleasure at the principles of nature and encourage a sense of awe at the order and beauty contained in the universe, the D'Arrudas have made this commitment to education at UNCP.

The recipient of The Jose and Dorothy D'Arruda Endowed Scholarship will be an incoming or current student with a major (or an intent to major) in Physics. Recipients must maintain a minimum of 3.0 QPA and be full-time undergraduate students. The award will be made in any year of study and is renewable.

The Mary Ann Elliott Endowed Scholarship*

The Donor wishes to support a financially deserving engineering student. The recipients of The Mary Ann Elliott Endowed Scholarship will be residents of North Carolina studying toward a major in Engineering or Telecommunications-related field. Recipients must maintain a minimum of 2.5

QPA and may be full-time or part-time undergraduate students. The award will occur half in the fall and half in the spring semester, can be made in any year of study and is renewable.

William Robert George, Sr. Endowed Memorial Scholarship

The scholarship was established by A. Fred George in loving memory of his father, William Robert George. Mr. George was a Chemical engineer whose commitment to excellence both professionally and personally was a positive example to everyone who knew him. His support and encouragement were the key factors behind his three son's success in the business world today. The recipient shall be a full-time undergraduate student majoring in chemistry. The recipient must be in financial need and maintain a minimum 3.0 GPA. The scholarship is renewable.

GlaxoSmithKline, Inc. Women in Science Endowed Scholarship

The purpose of the GlaxoSmithKline, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide students with a woman scientist mentor at GlaxoSmithKline, Inc. Students must have a GPA of 3.0 or better. Students' QPA must remain at 3.0 or better to be eligible to continue to receive the award.

Linda D. Oxendine Memorial Endowed Scholarship

This scholarship was established in 1989 and endowed by contributions from family members and friends of the late Linda D. Oxendine, a long time UNC Pembroke employee with the Physical Science Department. It is awarded annually to an outstanding student majoring in Physical Science.

John E. Reissner Memorial Scholarship*

The Donors wish to honor their husband and father by establishing a scholarship in his memory. A professor emeritus in the Department of Chemistry and Physics, Dr. John Reissner joined the UNCP faculty in 1976 and continued to teach in the phased retirement program until his death in April 2006.

Dr. Reissner was dedicated to sharing the wonder of science with his students. The recipients of this scholarship will demonstrate an eagerness for knowledge and enthusiasm for learning, especially in the sciences. The ideal candidates will demonstrate a commitment to kindness, community service and/or the welfare of others.

The recipients of the John E. Reissner Memorial Scholarship will be residents of North Carolina with a declared or intended major in Chemistry at The University of North Carolina at Pembroke. Recipients must maintain a 3.0 QPA and be full-time undergraduate students, of demonstrated financial need, in the sophomore, junior, or senior year of study. The award is renewable.

UNCP Biotechnology Endowed Scholarship

The Donor wishes to recognize the efforts of Biotechnology majors and promote the advantages of Biotechnology as well as the advantages of higher education and the University of North Carolina at Pembroke. A longtime member of the UNCP faculty, Dr. Leonard Holmes is promoting the sciences, biotechnology, and higher education, as well as giving back to the university that has been the cornerstone of his professional life by providing him good fortune and friendships.

The recipient of the UNCP Biotechnology Endowed Scholarship will be a Biotechnology major. In the event a deserving Biotechnology major cannot be identified, the award will be made to a Chemistry major. Selection of the students will be made by the faculty of the Department of Chemistry and Physics. Recipients must maintain the minimum university standard grade point average and be full-time undergraduate students. The award will be made in any year of study and is renewable.

DEPARTMENT OF ENGLISH, THEATRE, AND LANGUAGES

David L. Dean, Jr. Memorial Scholarship*

The Donors wish to honor their friend and son, David, by establishing this scholarship in his memory. David was a multi-talented person who loved art, singing, reading, and playing the guitar.

He was a poet with works published in *Poets of America*. David was also very intelligent carrying a 4.0 GPA in the first 11 years of school. At 13 he was an Eagle Scout and at 14 received the *God and Country Award*. He loved being a student at UNCP, especially enjoying his English and History courses. His message to students today would be to "stay in school and give it your all" and to "finish what you start."

The recipients of the David L. Dean, Jr. Memorial Scholarship shall be residents of Robeson County majoring in English. Recipients must maintain a minimum 3.0 QPA and be full time undergraduate students at UNCP in any year of study. The recipients must be of demonstrated financial need and the award is renewable if funds are available.

Grace Loving Gibson Endowed Scholarship

The scholarship was established by students and friends of Grace E. L. Gibson, who taught composition, literature, journalism, and creative writing (1966-1986) in the Communicative Arts Department of UNC Pembroke. It is awarded annually to a talented student writer majoring in English, Theatre, and Languages who has demonstrated creativity and ability in communication.

Sue Betty Locklear Endowed Memorial Scholarship

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance and who has declared a major in either the Department of English, Theatre, and Languages or the Department of History.

José Porrúa Turanzas Memorial Scholarship

The donor has established this scholarship to honor his deceased grandfather, José Porrúa Turanzas, who dedicated his life to promote Hispanic culture and made significant contributions to Hispanic studies through his intense editorial work. This annual memorial scholarship is intended as an incentive to encourage academic excellence among students with a declared major or minor in Spanish at The University of North Carolina at Pembroke and to provide financial assistance to these outstanding students.

Candidate for award of this scholarship shall be either a part-time or full-time student in the junior year of study working toward a degree in Spanish at The University of North Carolina at Pembroke and maintaining a 3.0 QPA. This award is not based upon financial need, is non-renewable, and has no residency restrictions.

Robeson County Living History Endowed Scholarship*

This scholarship was established by a group of interested individuals, organizations and corporations in Lumberton, NC who believe that the opportunity to assist students in pursuit of higher education in the area of performing arts is a worthwhile and necessary activity. First priority will be given to a resident of Robeson County who has participated in a Living History Club project during high school. Recipients will be students majoring in some aspect of performing arts to include but not limited to Music, Dramatic Literature & Performance, Arts Management, Theatre Education and Middle Grades Licensure.

DEPARTMENT OF GEOLOGY AND GEOGRAPHY

Dr. Voit Gilmore Memorial Geography Scholarship

The Donor wishes to support and encourage the advancement of outstanding students in the Geography and Geology Department of UNCP by providing scholarships that will assist students in the achievement of their educational goals. Because the Donor is sympathetic to the financial difficulties that many UNCP students face, this scholarship has been established to award students who have financial challenges and who are excelling in the study of geography.

Candidates for award of this scholarship shall be full-time students at UNCP with a minor or concentration in geography who have earned an overall 3.0 QPA, with a 3.5 QPA in at least six semester hours of geography courses. The scholarships shall be awarded by the Chair of the Department of Geology and Geography, in consultation with geography faculty at UNCP.

Dr. Thomas E. and Cheryl E. Ross Endowed Scholarship in Geography

The Donors wish to establish this scholarship to encourage the study of geography at The University of North Carolina at Pembroke.

The recipients of the scholarship will be full-time undergraduate students in any year of study, maintaining a minimum 2.5 QPA and must have completed at least six semester hours of geography at UNCP. Preference should be given to students who are seeking a minor or concentration in geography. When and if a major in Geography/Geo-Environmental Studies is established, preference will be given to a Geography major (though a Geo-Environmental Studies major may be considered if no Geography major or minor qualifies). The faculty of the Department of Geology and Geography may also award this scholarship to a student, regardless of major, minor, or concentration, who earns a place on the State of North Carolina Geography Bowl Team and competes in competition held at the annual meeting of the Southeast Division of the Association of American Geographers.

The recipient will be identified and the award made in the Spring of the year. The award is renewable if funds are available. There is no restriction of residency, and financial need is not to be a consideration for awarding.

DEPARTMENT OF HISTORY

Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin excelled in the US Army. The recipient(s) will be a junior and/or senior maintaining a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement, and be in need of financial assistance.

John Green Memorial Endowed Scholarship

This scholarship was established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism, or Creative Writing.

The Nancy Jones-Dorothy Hupp Memorial Scholarship*

The Donors wish to honor the memory of Nancy Jones and Dorothy Hupp. Two awards will be presented, one in the fall and one in the spring. Candidates awarded shall be residents of North Carolina, non-traditional females majoring in History (including SSE and American Studies concentrations). Candidate selections shall be based upon: part-time or full-time enrollment (minimum of 6 hours, except for graduate students); classification as a Junior, Senior, or Graduate Student; and, a minimum of a 3.2 QPA. Each award will be worth $250.00.

Sue Betty Locklear Endowed Memorial Scholarship

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance and who has declared a major in either the Department of English, Theatre, and Languages or the Department of History.

James C. Maynor Endowed Scholarship*

This scholarship was established by Dr. Jayne P. Maynor to honor her father, James C. Maynor, a member of the UNCP class of 1950 and generous benefactor. The recipients of the James C. Maynor Endowed Scholarship will be residents of North Carolina with a major in history. Recipients must maintain a minimum of 2.5 QPA and be full time undergraduate students. The award will occur half in the fall semester and half in the spring semester, can be made in any year of study and is renewable.

Clifton Oxendine Memorial Endowed Scholarship*

This scholarship was established by family, colleagues, students and admirers to honor the late Dr. Clifton Oxendine who served UNC Pembroke from 1939 to 1970, first as Dean of the college and then as Professor Emeritus of American History. This scholarship is awarded annually to a disadvantaged student majoring in American History with first preference to a Native American from Robeson or surrounding counties.

Sons of the Revolution, North Carolina Society, American History Scholarship

The donors wish to contribute to the educational support of students majoring in American History whose field of study concentrates on the Revolutionary Period and/or the period of establishment of the new democratic government of the United States of America through the establishment of The Sons of the Revolution American History Scholarship.

This will be a one-year scholarship award of $1,000 and may be repeated in future years. The UNCP history faculty will select the recipient, who may be either a full-time or part-time undergraduate in any year of study. At the end of the academic year, the recipient will be required to submit to the Secretary of the Sons of the Revolution a typed research paper on an appropriate topic as part of the Chapter's evaluation process. The Chapter will reserve the right to publish the paper in its publications.

Max M. Weinstein Memorial Scholarship

This non-endowed scholarship is awarded annually to a history major. The recipient is selected on the basis of scholarship.

DEPARTMENT OF MASS COMMUNICATION

Capitol Broadcasting Company, Inc. (WRAL) Endowed Broadcasting Scholarship

The scholarship is provided annually to a student in the Broadcasting contract degree program. The student must carry a full course load of twelve hours or more, maintain an acceptable standard of academic performance and provide a commitment to WNCP-TV. The award is renewable.

James A. Comstock Memorial Scholarship

This scholarship is awarded annually to students majoring in the field of Broadcast Engineering. Recipients must possess exceptional grades across the curriculum. Students must maintain a 3.2 QPA in all courses.

John Green Memorial Endowed Scholarship

The scholarship was established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism (i.e., broadcasting), or Creative Writing.

Newy Scruggs Sports Broadcasting Endowed Scholarship

After receiving success in various large markets across the country in the field of sports broadcasting, the Donor wishes to assist other young people who have chosen a similar career track by establishing the Newy Scruggs Sports Broadcasting Endowed Scholarship. The primary requirement for candidates to be awarded this scholarship shall be students majoring in Mass Communication with plans to pursue a career in sports broadcasting, sports reporting or sports information. Final preference will be given to any Mass Communication student who plans to participate in athletics at The University of North Carolina at Pembroke. All candidates must be full-time undergraduate students in any year of study and maintain at least the minimum university standard QPA.

Time-Warner Cable Endowed Broadcasting Scholarship

This scholarship is provided annually to a student in the Broadcasting contract degree program. The student must carry a full course load of twelve hours or more, maintaining an acceptable standard of academic performance and provide a commitment to WNCP-TV. The award is renewable.

Gene Warren Endowed Scholarship

This scholarship is awarded annually to a student majoring or intending to pursue a career in journalism or public relations. It is based on academic performance. The award is renewable.

WBTW-TV 13 Endowed Broadcasting Scholarship

The WBTW scholarship is provided annually to a student in the Broadcasting degree program. The student must carry a full course load of twelve hours or more, maintain an acceptable standard of academic performance and provide a commitment to WNCP-TV. The award is renewable.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Claude W. Berry Memorial Endowed Scholarship*

This scholarship was established by family, friends, and students to honor the memory of Claude W. Berry, Jr., a renowned Robeson County educator. Claude Berry served Robeson County as a seventh grade math teacher, Director of Exceptional Children in the Red Springs City School System and later as Director of Program Services for the Public Schools of Robeson County. He also served as a part-time faculty member of UNCP in the Department of Mathematics and Computer Science.

The recipient of this annual award shall be a Robeson County graduate with the declared major in mathematics and/or computer science. The recipient will be chosen regardless of race, gender or financial need. The recipient must maintain a 3.0 QPA or better. The award is renewable.

Terry Nathaniel Chavis Scholarship*

This scholarship was established to provide financial assistance to a Purnell Swett High School graduate with a demonstrated financial need majoring in Computer Science. Students granted this nonrenewable scholarship must maintain a 3.0 QPA and must be full-time undergraduate students in their freshman year of study.

Jason Wayne Hunt Endowed Memorial Scholarship*

The Donor, on behalf of the Family and Phi Sigma Nu Fraternity, wishes to establish the Jason Wayne Hunt Endowed Memorial Scholarship to honor the memory of Jason.

At the time of his death, Jason was a rising Junior at The University of North Carolina at Pembroke with Computer Science as his declared major. Jason's strongest subjects were Science and Math, but he also loved helping children by tutoring them. He was active with his fraternity, Phi Sigma Nu; played softball and worked part-time while a full-time student. This scholarship was established to carry Jason's name and dream to deserving students seeking a goal and a dream of a college education.

Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, showing financial need, a full-time undergraduate student in the sophomore year of study, majoring in Computer Science and maintaining the minimum university standard QPA.

DEPARTMENT OF MUSIC

Bradley Alford Endowed Memorial Scholarship

The Donor wishes to celebrate the life and contributions, and memorialize the death of this gifted musician. Candidates for award of this scholarship shall be a full time undergraduate student, from any state and/or country and of any nationality, in the junior or senior year of study, majoring in Music and maintaining a 3.0 QPA. The scholarship, to be awarded half in the fall and half in the spring, is not based on financial need, but based on GPA and talent. One $500.00 scholarship shall be awarded per year pending available funds.

Dr. Gordon R. Gibson Endowed Memorial Scholarship

The donor wishes to recognize musical excellence and personal commitment to Music Department activities at The University of North Carolina at Pembroke by establishing, in March 2005, the Dr. Gordon R. Gibson Endowed Memorial Scholarship. Dr. Gibson taught music at the State University of New York at Brockport for 23 years. He was an orchestral and opera conductor. During his career he served as the musical director and conductor for more than 60 musical productions. As he was also

an accomplished pianist, he concluded his career in service at The University of North Carolina at Pembroke as staff accompanist. Dr. Gibson died May 13, 2004, at the age of 80.

The candidate for award of this scholarship shall be a full-time, graduate or undergraduate student majoring in Music at The University of North Carolina at Pembroke. Candidate must be in the junior or senior year of study possessing a minimum QPA of 2.5 to be considered for this award. There is no residency restriction or restriction to financial need. This scholarship is non-renewable.

Doris B. Johnson Endowed Scholarship in Music

The Doris B. Johnson Endowed scholarship was established by her husband, Dr. Kenneth Johnson, in her memory. The scholarship is awarded annually to a music major who is active in the Music Educators National Conference.

Margaret S. Jones Endowed Scholarship

The fund was established by friends of UNC Pembroke in honor of Mrs. Margaret S. Jones, wife of former Chancellor Dr. English E. Jones, to aid students in obtaining their educational goals. This scholarship is given annually to an outstanding music major who has proven him/herself to be a dedicated student with exceptional talent, and has exhibited a willingness to use this talent for the benefit of the department. It is awarded in the spring to a returning student.

Singer-Swinger Scholarship

This fund was established by the "Singers and Swingers" to provide financial assistance to students who are enrolled in one or more of the music performing groups on the UNC Pembroke campus. The scholarships are awarded on the basis of financial need, talent, and the needs of the University.

Harold C. Slagle Endowed Scholarship

The Slagle scholarship is awarded to a deserving student on the basis of musical talent and academic ability. Funds for this award are donated by the members of the Eta Beta Chapter of Phi Mu Alpha Sinfonia, a national music fraternity.

Strike at the Wind! Service Scholarship

The Donor wishes to reward students who give time to community service by establishing the *Strike at the Wind!* Service Scholarship.

Candidates for award of this scholarship shall be individuals with demonstrated evidence of community service and who are majoring in Art, American Indian Studies or Music at The University of North Carolina at Pembroke. There shall be no restriction of residency, year of study, QPA or financial need.

DEPARTMENT OF NURSING

Campbell Soup Company Student Nursing Endowed Scholarship

The Campbell Soup Company Student Nursing Endowed Scholarship was established in 1994 to be used for nursing scholarships for disadvantaged students enrolled in the RN Bachelor of Science in Nursing program.

H. Gail Davis Endowed Nursing Scholarship*

The Donors wish to honor H. Gail Davis by establishing this scholarship in her honor. Southeastern Regional Medical Center's family and friends recognize Ms. Davis for her 38 years of dedicated service to the nursing profession and her contributions that ensured consistent, quality patient care.

Candidate for award of this scholarship shall be a resident of the state of North Carolina who is a full-time undergraduate student in the junior or senior year of study seeking a degree in Nursing and maintaining a 2.5 QPA at The University of North Carolina at Pembroke. There is no restriction of financial need, and the award is renewable.

Mary McKenzie Edwards Endowed Scholarship*

A scholarship established by her daughter in loving memory, Mary McKenzie Edwards struggled to earn her degree in nursing in the 1930's. This scholarship is designed to assist students enrolled in

the University Nursing Program who are in financial need. Recipients must be residents of Robeson County with first preference for award to members and descendants of the Lumbee and Tuscarora tribes. The scholarship awards are available to all nursing students. Recipients must be in good academic standing.

Joan Howard Wallace NCSDAR-AI Nursing Scholarship

The Donor, a nurse, is fulfilling a goal by establishing this scholarship at The University of North Carolina at Pembroke to provide financial assistance to an American Indian nursing student who exhibits ability and promise in the nursing profession.

The NCSDAR (North Carolina Society Daughters of the American Revolution) State Chairman-American Indians Committee was established in Washington, D.C. in 1941 to educate members of the DAR and school children about the Native American Culture and to provide funds for education of American Indian students. The Donor was appointed Chair of that organization in 2000. The scholarship's name reflects the DAR support and the American Indian Committee.

Candidates for award of this scholarship shall be of demonstrated financial need and a full-time nursing student in the sophomore to senior year of study at The University of North Carolina at Pembroke. There is no restriction for residency of any county and no minimum QPA is required.

DEPARTMENT OF PHILOSOPHY AND RELIGION

Marshall W. and Gertrude Locklear Endowed Memorial Scholarship*

The Marshall W. and Gertrude Locklear Endowed Memorial Scholarship was initially established by family and friends in 1990 to honor the memory of Marshall W. Locklear. In 2000, Gertrude Locklear's name was added to honor her memory as well. The scholarship is awarded annually to a student from Robeson County who is working toward a degree in Religion. The recipient should be a candidate for the ministry or plan to go into some form of full-time religious service. The scholarship is renewable as long as the student makes satisfactory progress toward completion of the degree.

Ruth Martin Endowed Memorial Scholarship

This scholarship was established in 1990 and endowed by family, friends, alumni, colleagues, and church groups in memory of Miss Ruth Martin, Associate Professor of Religion (1953-1985), for her many years of service to the University and the community. The award is given annually to a student who is a Religion major preparing for full-time religious service.

The Ministry Through Education Endowed Scholarship

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin excelled in the US Army. The recipient(s) will be a junior and/or senior maintaining a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement, and be in need of financial assistance.

Walter L. Weisberg Memorial Endowed Scholarship in Political Science

The Weisberg scholarship was established by the Weisberg family in memory of Walter L. Weisberg, a professor of Political Science at UNC Pembroke, 1975-1981. Recipients of the scholarship are selected on the basis of academic achievement.

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

Jetter Bernard Locklear Memorial Endowed Scholarship

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear this scholarship is awarded to an academically talented, economically disadvantaged Native American, who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

DEPARTMENT OF SOCIAL WORK

College of Arts and Sciences Endowed Scholarship for Social Work Majors*

The Donor wishes to establish the College of Arts and Sciences Endowed Scholarship for Social Work Majors at UNC Pembroke to honor the memory of a former student who successfully completed the requirements for a degree in Social Work in December 2002.

Candidate for award of this scholarship shall be a resident of the state of North Carolina, demonstrating financial need, a full-time student in any year of study, majoring in Social Work and maintaining the minimum 2.5 QPA. The scholarship is non-renewable.

Maurice Bodenstein-Holocaust Memorial Endowed Scholarship in Social Work

This award honors the memory of Maurice Bodenstein, who survived the European death camps in World War II. After liberation, he became a social worker, assisting youngsters who survived the Holocaust. He helped them recover optimism and self-respect. This scholarship is given to a Social Work major for the purchase of textbooks.

Margaret Kennerdell George Endowed Memorial Scholarship

This scholarship was funded by A. Fred George in loving memory of his mother, Margaret Kennerdell George. Mrs. George, as a social worker, gave unselfishly of her time and compassion to enhance the lives of and provide opportunities for less fortunate children in Akron, Ohio. Mrs. George was a true professional, respected by her peers and dearly loved by those whose lives she touched. The scholarship is awarded to a student majoring in Social Work. No restrictions apply regarding race or geographical domain; however, the recipient must qualify for financial assistance and maintain a 3.0 or higher QPA. The scholarship is renewable as long as the recipient makes the satisfactory progress in the program.

Jetter Bernard Locklear Memorial Endowed Scholarship

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear. The scholarship is awarded to an academically talented, economically disadvantaged Native American who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

Dr. Von S. Locklear Memorial Scholarship in Social Work

The Dr. Von S. Locklear Memorial Scholarship is awarded to a sophomore or junior Social Work major to be used for a year of study. Preference will be given to:(a) persons who demonstrate an appreciation for the Lumbee culture and tradition; (b) those who have demonstrated a commitment to the social work profession; and (c) a good QPA. The scholarship is given in memory of Von Locklear who died of cancer in 1989 at the age of 36. During his short adult life, Von consistently demonstrated an unconditional commitment to the profession of social work.

Social Work Faculty Scholarship

The Donors wish to provide financial assistance to social work majors to help fund their education.

Candidate for award of this scholarship shall be either a part-time or full-time undergraduate student of financial need in the junior or senior year of study, majoring in Social Work and maintaining a 2.5 QPA at The University of North Carolina at Pembroke. The candidate shall also be an active member of the Campus Association of Social Workers (CASW). There is no restriction to residency, and this award is non-renewable.

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

Eagle Claw Service Club Scholarship

This non-endowed scholarship was established in 2000 by inmates at Robeson Correctional Institute who wish to provide financial assistance to students in the Criminal Justice curriculum at UNCP. Students receiving this award will demonstrate financial need, declare a Criminal Justice major, maintain the minimum university QPA and be enrolled full time. The scholarship is renewable and may be awarded in any year of study. The award will occur in the fall of each year provided funds remain available.

Jetter Bernard Locklear Memorial Endowed Scholarship

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear. The scholarship is awarded to an academically talented, economically disadvantaged Native American who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

Arthur Wendell "A.W." Oxendine Memorial Endowed Scholarship

Arthur Wendell "A.W." Oxendine, a ten year veteran of the Robeson County Sheriff's Department and a thirteen year veteran of the Scotland County Sheriff's Department died in the line of duty in 1993 as a result of injuries sustained in a hit-and-run traffic collision. The scholarship is given in his memory to assist a student majoring in the field of Criminal Justice who demonstrates qualities of honesty and leadership and who has met the academic requirements of the University.

SCHOOL OF BUSINESS

SCHOOL OF BUSINESS SCHOLARSHIPS

The Jackie Parker Adams Endowed Scholarship*

The Donors wish to establish this endowment to honor the life of Jackie Parker Adams, a 1980 graduate of The University of North Carolina at Pembroke.

Candidates for award of this scholarship shall be a full time student at UNCP in any year of study, majoring in Business and maintaining a 3.0 QPA. Recipient must be of demonstrated financial need and be a resident of North Carolina. As part of the application process, candidate must submit a short essay explaining why he/she should receive the award.

"Believe It, Achieve It" Scholarship

Established by the UNCP Students in Free Enterprise club, this non-endowed scholarship is designed to assist aspiring students who demonstrate outstanding leadership potential so that they might reap the many benefits of a college education. Emphasis will be placed on student involvement within the University community.

The recipient of this scholarship shall be a full time student in the School of Business. The recipient must maintain at least a 3.0 QPA in their major of Business or Accounting. Financial need is not a consideration.

Century 21 The Real Estate Center Endowed Scholarship

The Donor wishes to encourage young men and women to pursue an education in the field of business by establishing a scholarship that will provide incentive and support. CENTURY 21 The Real Estate Center supports the mission of higher education in general and the University of North Carolina at Pembroke in particular, and hopes to promote careers in business by sponsoring this award. As a longtime leader in the Lumberton business community, CENTURY 21 feels a civic responsibility towards the residents of the area, and intends this award to demonstrate the seriousness of their commitment to the growth and prosperity of this area.

Candidates for award of this scholarship shall be a resident of Robeson County in the state of North Carolina and a full time undergraduate student in the School of Business who has committed to business as a major, and is maintaining a 3.0 GPA at The University of North Carolina at Pembroke. The scholarship may be re-awarded annually to the same student assuming he or she meets the criteria above.

The Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry and The Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration*

This scholarship documents the Donors' wishes to support the area of study in which each of them specialized during their long and distinguished careers as faculty members. In 1963, Dr. Cecil Conley became the chairman of Pembroke State University's (now the University of North Carolina at Pembroke) Division of Science and Mathematics. Dr. Naomi Lee, also a PSU alumna, was dean of women and assistant professor in the PSU Business Department. Because of these ties to UNCP, the fact that they met and married while on the PSU campus, and because education had been their careers, these two now retired faculty members established the scholarships in 1993. It has been their hope that these scholarships will benefit young people from the area.

Candidates for award of The Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration shall be a Robeson County resident majoring in Business Administration, maintaining a 3.0 GPA, whose financial need may be considered but should not be a determining factor. The Selection Committee shall consist of a University Committee in consultation with the Dean of the School of Business. Dr. Naomi Lee Conley shall be invited to participate in the final selection.

Independent Insurance Agents of North Carolina, Inc. Endowed Scholarship

This scholarship was established through the generosity of independent insurance agents throughout North Carolina to provide scholarship support to sophomores, juniors and senior students with a declared major in Business. The recipients must meet all academic requirements of the University. The award amount will paid half in the fall and spring.

Mazda Foundation Scholars*

The Mazda Foundation(USA), Inc. scholarship was established in 2000 to provide a tuition-free education to students at UNCP. The recipient should demonstrate academic excellence, leadership potential and the desire to succeed. Academic excellence can be demonstrated with a minimum 3.5 high school GPA. The scholarship may be renewed each year as long as the recipient maintains a 3.0 grade point average and meets the requirements of the School of Business.

Coach Mario and Elizabeth Poletti Memorial Scholarship for Service

The children of Coach Mario and Elizabeth Poletti wish to honor their mother and their father, who dedicated his life to teaching, coaching, and service to family, church, and community.

The scholarship is open to a UNCP football student-athlete in any year of study and is renewable. The recipient shall be a business major (or have an intent to study business if no major declared), have a minimum 3.0 QPA, be a full-time undergraduate student, and show a record of previous service to family, church, school, and community. Selection will be made by a committee appointed by the Dean of the School of Business and will include the current UNCP Football coach.

Nelson Price & Associates Scholarship

Nelson Price & Associates, PA, wish to promote the efforts of the School of Business. Nelson Price & Associates, PA, has been a model of good business practice with a foundation that has been built on honesty, integrity, hard work, and customer service. Several employees of the firm are UNCP graduates, including Greg and Andy Price. The firm recognizes the value of higher education and the values of UNCP to the region and wishes to assist students as they strive to enhance their knowledge and college experience.

The recipient shall be a business major, and the scholarship will be awarded at the discretion of a committee formed under the supervision of the Dean of the School of Business.

William Lonnie Revels, Sr., Memorial Scholarship*

The Donor wishes to establish this scholarship—a tribute to her husband's lifelong commitment to education, entrepreneurship, and his American Indian heritage—to encourage and financially assist young American Indian students pursuing an education at UNC Pembroke.

The recipients of the William Lonnie Revels, Sr., Memorial Scholarship shall be native residents of North Carolina majoring in American Indian Studies, Education, or Business at UNCP. The

awards should rotate within these majors—the first year awarded to an American Indian Studies major, the second year to an Education major, the third year to a Business major with a Concentration in Entrepreneurship, etc. Recipients must maintain a 2.5 QPA and be full-time undergraduate students in any year of study. The award will be made to an American Indian student of demonstrated financial need in the fall and is non-renewable.

UNCP School of Business Faculty Scholars Endowed Award

The Donor, comprised of faculty members from the School of Business, wishes to establish the Business Faculty Scholars award; this award signifies these educators' belief in the value of a degree earned from the UNCP School of Business. Moreover, these donors take pride in implementing an award that is funded exclusively by faculty and which will be awarded to a student who embodies those qualities that best characterize a successful undergraduate scholar. Therefore, while this agreement will set forth the basic criteria for the award, the committee that recommends the annual recipients may use its discretion in selecting a scholar who they feel most personifies the intent of an award titled Business Faculty Scholars. If no qualified applicant is found, the award will be postponed until such time as one is identified.

Candidates for award of this scholarship shall be full-time junior-level Business majors who are preparing to enter their senior year, who have a minimum quality point average of 3.5, with a preference for students who completed most of their hours at The University of North Carolina at Pembroke. The recipient will be identified and the award made in the spring of the year.

DEPARTMENTAL SCHOLARSHIPS

DEPARTMENT OF ACCOUNTING AND INFORMATION TECHNOLOGY

The Accounting Students' Association Book Scholarship

The Donors wish to establish The Accounting Students' Association Book Scholarship, a non-endowed fund, to assist at least one undergraduate student per year at UNCP, depending upon fund availability, who is working toward a degree in Accounting. The purpose of this fund is to provide financial assistance with textbook purchases.

Candidate for consideration of this award shall be a full time undergraduate student in the sophomore, junior or senior year of study at UNCP meeting a 2.0 minimum QPA standard restriction. Candidate must be an Accounting major who has completed and passed ACC227 or ACC228, or the equivalent, with a "C" or better. Candidate does not have to be of demonstrated financial need and the award is renewable.

The Sandhills Chapter of North Carolina Association of CPAs Scholarship*

The Donor wishes to support and encourage the accounting profession in North Carolina, and specifically in the Sandhills region, by providing scholarships that will assist area students in the achievement of their educational goals. Because the Association and the Chapter are committed to the advancement of the profession among young people, this scholarship has been established to promote accounting education and careers among students from the Sandhills region who may eventually choose to practice in this region.

Candidates for award of this scholarship shall be residents of the Sandhills area, which is defined as Bladen, Columbus, Cumberland, Harnett, Hoke, Lee, Moore, Richmond, Robeson, Sampson, and Scotland Counties, with intentions of working within these same counties after graduation. Candidates will be selected based upon financial need as determined by the Free Application for Federal Student Aid (FAFSA) completed in the Financial Aid office prior to consideration. The candidate may be an entering freshman or returning student, either full-time or part-time, undergraduate or graduate, in any year of study and maintaining a 2.5 QPA. The scholarships shall be awarded by the Dean of the School of Business or his/her representative who will make the determination whether the award will consist of one $1,000 award (to be distributed $500 in the fall, and $500 in the spring), or two separate awards of $500 (to be distributed $250 in the fall, and $250 in the spring). The award will be renewable if funds are available.

DEPARTMENT OF ECONOMICS, FINANCE, AND DECISION SCIENCES

BB&T Finance and Banking Endowment

The Finance and Banking Endowment is designed to provide opportunities for students who are majoring in finance and to provide funds for the development of a strong academic environment. The endowment will be used to fund student scholarships in finance and banking. It will also be used to provide research support for faculty, leading-edge banking and financial services software packages, computer and other technological equipment, special library resources, and other needs that cannot be met with state funds alone. The goal of the endowment is to ensure a strong academic program that will produce viable, marketable students in finance and banking.

Mr. and Mrs. Mohammad Ismail Scholarship for Economics Majors

The Donor wishes to honor his parents, Mr. and Mrs. Mohammad Ismail, who assisted and encouraged pursuit of knowledge and wisdom, by providing scholarships in their names for the purpose of assisting students in the achievement of their educational goals. This scholarship has been established to promote education among students in UNCP's School of Business who have chosen the field of economics as their major.

The following criteria must be met in awarding the scholarship:

1. The candidate may be a first-time or returning undergraduate student, either full-time or part-time.
2. She/he is in the sophomore, junior, or senior year of study.
3. She/he has taken at least two economics courses at UNCP's School of Business and maintains a 3.0 QPA in economics courses.
4. She/he has taken economics courses taught by a full-time tenured or tenure-track faculty who has a Ph.D. in economics. That is, economics courses taken outside UNCP's School of Business or taught by faculty who do not have a Ph.D. in economics or are not full-time tenured or tenure-track will not be considered in the calculation of QPA.
5. Should a situation arise where there are two or more candidates who meet criteria 1-4, the student who has taken more math courses will be awarded the scholarship.
6. Should a situation arise where there are two or more candidates who meet criteria 1-5, the student who has taken more logic, philosophy, physics, music, and art courses will be awarded the scholarship.

The recipient shall be selected, on merit, from the candidates meeting criteria 1-6, by the committee of faculty members at the School of Business appointed by the dean of School of Business. Two separate awards of $250.00 each term should occur within one scholastic year. The award can be renewable if funds are available and if application criteria are met, at the discretion of the committee.

SCHOOL OF EDUCATION

DEPARTMENTAL SCHOLARSHIPS

AIR FORCE ROTC PROGRAM

Stacy Ryan Locklear Air Force ROTC Endowed Scholarship Fund*

The Donors wish to establish a scholarship to honor the memory of Stacy Ryan Locklear, who profoundly impacted the lives of his father, family, and friends. Ryan was a vibrant 3-year-old who passed away unexpectedly on July 25, 2004. He was proud of his dad, who was commissioned an Air Force officer in 1989 through the UNCP Air Force ROTC Program.

The Air Force ROTC (AFROTC) curriculum teaches leadership, follower-ship, communication skills, management, and a myriad of other essential skills and is designed to prepare students to assume positions of increasing responsibility in the modern Air Force.

Candidate for award of this scholarship shall be an American Indian resident of Robeson

County. The candidate shall be a full-time, undergraduate student in the junior or senior year of study participating in the Air Force ROTC Program at The University of North Carolina at Pembroke. The candidate shall maintain a 3.0 QPA and must be of demonstrated financial need.

ARMY ROTC PROGRAM

Faye Nye Lewis Endowed Scholarship

The scholarship, generously supported by Ms. Lewis, is awarded annually to a sophomore ROTC candidate who has completed his or her freshman year as a Reserve Officers Training Corps (ROTC) student. It is to provide funds for the student's sophomore year as an ROTC cadet, and is based on his/her overall achievement.

DEPARTMENTS OF PROFESSIONAL EDUCATION PROGRAMS and PROFESSIONAL STUDIES AND MIDDLE GRADES

Marcus W. Avent Endowed Memorial Scholarship*

The donor wishes to honor the memory of his son-in-law, Marcus Warren Avent. Marc grew up in Lumberton, North Carolina, and received a business degree from UNCP in 1994. He was a valued manager for Regional Acceptance Corporation and was well respected by his colleagues. He was also a dedicated husband and father.

Candidate for award of this scholarship shall be a resident of the state of North Carolina and a full-time undergraduate student in the junior or senior year of study at The University of North Carolina at Pembroke. Candidate must maintain a 3.0 QPA and be working toward a degree in Education.

Adolph and Dorothy L. Blue Family Endowed Scholarship*

This scholarship is being established in honor of Dorothy Locklear Blue and in memory of Adolph Blue. Dorothy, a 1955 graduate of UNCP, is a retired educator having worked in the Public Schools of Robeson County for 38 years. Adolph, former Assistant Superintendent of Buildings and Grounds at UNCP, retired in 1991 with 25 years of service. The Donors wish to establish this scholarship to stress the importance of education and to support students seeking degrees in the teaching profession. Education at UNCP is a family legacy established five generations ago by Dorothy's grandfather, Anderson Locklear (Locklear Hall), and continues to this day.

The recipients of the scholarship will be residents of Robeson County with a declared major in Education. Recipients must maintain the minimum University QPA and be full-time undergraduate students of demonstrated financial need in their junior or senior year of study. The award is renewable as long as funds are available.

James Knox Braboy Endowed Memorial Scholarship*

The Donor wishes to honor the memory of Mr. James Knox Braboy by establishing a scholarship that will recognize his dedication to the teaching profession and to acknowledge his lifelong passion for educating under-served children. Mr. Braboy received his two-year diploma from the Indian Normal School (now UNCP) in 1928 and returned in 1958 to receive his four-year degree in Education. In 1970 he was named South Carolina's Teacher of the Year and one of the top three teachers in the nation.

After his death in 1976, Mr. Braboy was described as being "a just and kind man," serving his people faithfully, and walking humbly with God. His main purpose in life was to see that the Indian children at Leland Grove School (Dillon, South Carolina) got the best education that he could provide them with the limited resources available to him.

Candidate for award of this scholarship shall be of American Indian descent and a legal resident of Robeson County in the junior or senior year of study seeking a degree in Education at The University of North Carolina at Pembroke. Candidate may be a part-time or full-time undergraduate, but must maintain the University's minimum QPA standard and be of demonstrated financial need. The award is renewable.

Mary Elizabeth Jones Brayboy Endowed Scholarship

Established in honor of Mary Elizabeth Jones Brayboy, eligible recipients of this scholarship are Native American women enrolled as full-time undergraduate students majoring in Education. Recipients of this renewable scholarship must maintain a 3.0 QPA.

John J., Lela, and Steve Brooks Endowed Memorial Scholarship*

The scholarship was established in memory of John J. Brooks by the Brooks family. John J. Brooks was a Native American alumnus of the institution and a teacher in the local public schools for many years. The family wishes to honor their deceased mother, Lela Brooks, and brother, Steve Brooks, by adding their names to the existing scholarship.

The recipient shall be a Native American graduate of the Public Schools of Robeson County who shows academic promise, who has demonstrated need for financial assistance in attending college, who intends to study and pursue a career in education with the Public Schools of Robeson County, and who by virtue of birth, affiliation, or experiences is genuinely committed to encouraging the study, understanding, and preservation of Native American history, tradition, and culture. Recipient must maintain the university minimum standards of 2.5 QPA and be a full-time undergraduate student. The award shall occur in the fall and is renewable.

Class of 1955 Endowed Scholarship

Having greatly benefited from the existence of this educational institution, and recognizing the impact of a college education upon the quality of their lives, the donors have established the Class of 1955 Endowed Scholarship at The University of North Carolina at Pembroke as a testament of their gratitude and appreciation.

Candidate for award of this scholarship shall be of American Indian descent. The candidate shall be a first-semester senior at The University of North Carolina at Pembroke, majoring in Education, with plans to go immediately into the teaching profession. This award is not based upon financial need and is non-renewable. The candidate must be full-time status and must maintain a 2.5 QPA. There is no restriction on residency.

James H. and Katherine B. Dial Endowed Scholarship In Education*

The Donor wishes to honor James H. Dial, the patriarch of the Dial Family and lifelong educator and community leader, by establishing the James H. and Katherine B. Dial Endowed Scholarship in Education. Candidate for award of this scholarship shall be a Native American resident of Robeson County, North Carolina, showing financial need, who is either a full-time or part-time undergraduate student in the junior year of study, majoring in Education (K-7) and maintaining a 3.0 QPA. Scholarship is non-renewable.

Ruby Carter Dial Endowed Memorial Scholarship

The Donors wish to recognize distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, who are either full-or-part time undergraduate students in their junior year of study, and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The $500.00 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a Robeson County American Indian enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be made half in the fall and half in the spring and the award shall not exceed $500 per year. The award will be renewable if funds are available.

Dial-Chavis SNCAE Endowed Scholarship

This scholarship was endowed in 1992 by Harriet Caligan Dial, UniServ Director of NCAE, and wife of UNC Pembroke Professor Emeritus, Dr. Adolph L. Dial. It honors longtime Robeson County educator Agnes Hunt Chavis who served the NEA in leadership roles at the local, state, and national levels. The award is presented annually to a junior or senior education (or related academic field) major who plans to teach in the public schools. Candidates must be members of the SNCAE-

UNCP Chapter. The choice of a recipient will be based on academic achievement and financial need. The scholarship is renewable.

Dr. Carl M. Fisher Memorial Scholarship

The Donors wish to honor their husband and father, Dr. Carl M. Fisher, who died March 30, 2006, after 37 years of service to The University of North Carolina at Pembroke, by establishing this scholarship in his memory. Dr. Fisher was employed at UNCP from 1967 until his retirement in 1994. While at UNCP he worked as a professor in the Education Department and an administrator. One of his greatest aspirations was to teach in a way that would encourage students to want to continue their education. Therefore, this scholarship is being established to help a deserving student in the School of Education achieve her or his ultimate goal of an undergraduate or graduate degree at UNC Pembroke.

The recipients of the Dr. Carl M. Fisher Memorial Scholarship must have a declared major in Education and maintain a minimum 3.0 QPA. Recipients may be either part- or full-time undergraduate students in their junior or senior year of study or graduate students. There is no restriction of residency or financial need. The award is renewable if funds are available.

Brian Freeman Endowed Scholarship for Teaching Excellence*

The Donor wishes to establish this scholarship to commemorate his selection as the National Education Association's Teaching Excellence Award recipient for 2003. Brian is the first teacher from North Carolina to receive this honor. He would like to financially assist a K-6 Elementary Education major at UNCP to follow in his footsteps and to encourage him/her to make a positive impact in the lives of children.

Candidate for award of this scholarship shall be a resident of Robeson County who is a full time undergraduate student in the junior year of study, majoring in K-6 Elementary Education and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The recipient does not have to be of demonstrated financial need.

James Leon and Christine Roberts Hunt Endowed Memorial Scholarship

The Donors wish to honor the patriarch and matriarch of the Hunt Family by establishing the James Leon and Christine Roberts Hunt Endowed Memorial Scholarship. Leon, UNCP Class of 1950, and Christine, UNCP Class of 1957, were the first members of their respective families to earn a college degree. They were both retired educators in Robeson County, North Carolina collectively working a total of 60 years. Leon and Christine believed strongly in education and worked hard to provide educational opportunities for their six sons, four of whom are also graduates of UNCP.

Candidate for award of this scholarship shall be of demonstrated financial need, a full-time undergraduate student in the junior or senior year of study at The University of North Carolina at Pembroke majoring in Education and maintaining a 2.5 QPA.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

Wendy Lee Klenotiz Endowed Memorial Scholarship

This scholarship was established in loving memory of UNCP student Wendy Lee Klenotiz by her family and friends. The recipient shall be a female full-time rising junior or senior student majoring in special education. The recipient must maintain at least a 2.7 grade point average to receive and maintain the award. The award is renewable each year. Preference will be given to students involved in athletics and with special health needs. Financial need will be taken into consideration.

Anderson N. Locklear Endowed Memorial Scholarship

This scholarship was established by the descendants of Anderson N. Locklear in 1990 to honor

the memory of this pioneer educator (1870-1934), who served for forty-two years as a teacher and principal in the Native American schools of Robeson County. Mr. Locklear was a member of the first class of the old Normal School (later to become UNC Pembroke), where he served as a trustee for many years. Locklear Hall, which houses the Department of Art on the UNC Pembroke campus, is named in his honor. Awarded annually to a Native American student majoring in teacher education, the scholarship may be renewed as long as the recipient is in good standing.

Louise Bell Locklear Memorial Scholarship*

The Louise Bell Locklear Memorial Scholarship is being established in honor of the life and accomplishments of Mrs. Louise Bell Locklear. Growing up as a child of the Depression in rural Robeson County, Louise, like most other children, struggled with poverty as well as racial inequities that were prevalent in the South at that time. She attended school in the Saddletree community, and, at an early age, family and teachers began to notice that Louise excelled in her studies. Her parents had the foresight to encourage the prospect that she one day be the first college graduate in her family. The magnitude of that ambition, at that time, could be compared in today's society to a child aspiring to be Governor of a state.

Her parents arranged for her to attend high school in Pembroke because there was a better educational opportunity than in her rural country high school. In the early 1900's, when traveling a couple of miles from home was virtually unheard of, Louise traveled 16 miles in hopes of securing a college education. Sadly, upon completion of high school, there was not enough money to pay for her dream. She lived her adult life as most women of that era did—married, bore and raised eight children, lived on a farm—and like most of her community, struggled daily with the legacy of poverty. However, she never lost her resolve about the benefit of education. Through hard work, diligence, and prayer, Louise saw six of her eight children receive college degrees. Her life ended abruptly at age 62, but her dreams and aspirations will continue to live through future generations.

The recipient of the Louise Bell Locklear Memorial Scholarship shall be a second-semester sophomore, junior, or senior at UNCP, enrolled either part-time or full-time and majoring in Education. Recipients must be residents of North Carolina, must maintain a minimum 2.5 QPA, and be of demonstrated financial need. The award will be made half in the fall and half in the spring and is renewable as long as the above criteria are met and the recipient is in good standing with the University. First preference shall be given to an American Indian female; however, if a suitable candidate cannot be identified, the preference does not apply.

Pearlie Locklear Endowed Memorial Scholarship

Awarded annually to a Native American student majoring in Early Childhood Education, the scholarship is made possible by gifts from the Pearlie Locklear family. The recipient will be selected on the basis of academic achievement and financial need. The scholarship may be renewed as long as the recipient is in good standing at the University.

Josephine B. Lucente Endowed Scholarship

This scholarship was established by Mrs. Josephine Burnett Lucente, an alumna of UNCP and retired elementary school teacher, so that aspiring teachers may reap the many benefits of a college education and a teaching career. The scholarship is to be awarded annually to a sophomore or junior elementary education major with a strong background in basic skills such as reading and mathematics. Recipient must maintain a minimum 3.0 GPA, be in financial need, and be of good character.

Lumbee Regional Development Association (LRDA) Early Childhood Development Endowed Scholarship*

The Donor wishes to help students seeking a degree in Early Childhood Education (Birth through Kindergarten) by establishing the LRDA Early Childhood Development Endowed Scholarship. Candidate selections shall be based upon: a Robeson County resident of full-time enrollment; classification as a Junior; an Early Childhood (Birth to Kindergarten) major; adherence to the minimum University QPA; and, of demonstrated financial need. The award shall be made half in the Spring and half the succeeding Fall.The Ministry Through Education Endowed Scholarship

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

The George H. Martino Endowed Memorial Scholarship

His daughter Georgiann M. George established this scholarship in loving memory of Mr. George H. Martino. Mr. Martino lived his life as a positive example to all who had the joy of knowing him. He was a quiet and compassionate man, a good husband, a loving father and a nurturing grandfather. He is remembered as an untiring volunteer who gave unselfishly to those less fortunate than he was.

Candidate for award of this scholarship shall be a full time undergraduate student at The University of North Carolina at Pembroke in any year of study. They must have a declared major in Education and be of demonstrated financial need. Candidate must maintain a 3.0 QPA.

Charlie H. Moore and Marie Sampson Moore Endowed Memorial Scholarship*

This scholarship was established by Mary M. Moorehead to honor the memory of her parents who lived in the Prospect community near the campus of UNCP. Mr. Moore graduated from the Cherokee Indian Normal School in 1930 and taught for many years in the Robeson County Schools. Mrs. Moore was a homemaker. This award is given in recognition of the Moores as nurturing parents and contributing citizens. The recipient of the annual award shall be a full-time junior or senior education major who plans to teach in the public schools. Priority will be given to a candidate whose emphasis is on elementary education. The recipient must maintain at least a "B" grade point average to receive and maintain the award. Financial need may also be a consideration. The award is renewable.

North Carolina Indian Education Endowed Scholarship (for Education Majors)*

The mission of the North Carolina Local Planning Committee of the NCIEA is to provide educational opportunities and resources for American Indians throughout North Carolina. This organization wishes to provide financial assistance to a deserving student interested in entering the teaching profession and seeking a degree in Education at The University of North Carolina at Pembroke.

Candidate for award of this scholarship shall be an American Indian resident of North Carolina, in the junior year of study, working toward a degree in Education. The candidate may be of full- or part-time status, must maintain a minimum 2.5 QPA, and must be of demonstrated financial need.

William Lonnie Revels, Sr., Memorial Scholarship

The Donor wishes to establish this scholarship—a tribute to her husband's lifelong commitment to education, entrepreneurship, and his American Indian heritage—to encourage and financially assist young American Indian students pursuing an education at UNC Pembroke.

The recipients of the William Lonnie Revels, Sr. Memorial Scholarship shall be native residents of North Carolina majoring in American Indian Studies, Education, or Business at UNCP. The awards should rotate within these majors—the first year awarded to an American Indian Studies major, the second year to an Education major, the third year to a Business major with a Concentration in Entrepreneurship, etc. Recipients must maintain a 2.5 QPA and be full-time undergraduate students in any year of study. The award will be made to an American Indian student of demonstrated financial need in the fall and is non-renewable.

Robeson County Retired School Personnel Endowed Scholarship*

Established in 2001 by its namesake organization, this scholarship is designed to provide support to a teacher education major. The recipient will be a resident of Robeson County, NC with a major in teacher education. Recipient must maintain a minimum university QPA, demonstrate financial need and be a full time undergraduate student. The award will occur half in the fall and half in the spring, can be made in the junior year of study and is renewable.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Cecil A. And Frances Butler Endowed Scholarship in Physical Education

Established in 1989 by the Cecil A. Butler Family, this academic scholarship is awarded annually to the student major (sophomore rank or above) who has the highest QPA in the Department of Health and Physical Education. The scholarship is renewable provided the highest QPA is maintained.

Kenneth P. Johnson Endowed Scholarship in Physical Education

The Kenneth P. Johnson Endowed scholarship, named in honor of the revered UNCP Physical Education professor and coach, is awarded annually to a UNC Pembroke student majoring in Health, Physical Education, and Recreation.

William Molan "Big Mo" Strickland Memorial Endowed Scholarship*

The scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs through encouragement, advice and mentorship of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education Department earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

SCHOOL OF GRADUATE STUDIES

DEPARTMENTAL SCHOLARSHIPS

Asian Pacific Scholarship

This scholarship was established to promote business management practices in the People's Republic of China. Candidates for award of this scholarship are full-time graduate students in any year of study holding the university's standard QPA. One (1) award of up to full tuition and fees, including room and board, is renewable if funds are available.

Caring Touch Home Health Care Endowed Scholarship

The Donor wishes to award an MBA student who demonstrates leadership potential. The recipient must have completed or will complete 30 semester credit hours in the MBA program by the conclusion of the semester when the award is presented.

The recipient of the Caring Touch Home Health Care Endowed Scholarship will be a graduate student in the Master of Business Administration program. Recipients must maintain a minimum of 3.0 QPA and occupy either full- or part-time status as a graduate student at UNC Pembroke. The award will be made in the Spring semester and is not renewable.

SPECIALIZED SCHOLARSHIPS

ATHLETIC SCHOLARSHIPS

The Braves Club Endowed Athletic Scholarship

The scholarship, created by the members and friends of The Braves Club, is designed to reward academic achievement of UNC Pembroke athletes. This award is given annually to one male and one female athlete for their senior year. The recipient will have completed at least two years of study at UNC Pembroke. It is provided to those students with the highest QPA with a minimum of 3.0.

The Tecumseh B., Jr. & Eva Brayboy Endowed Memorial Baseball Scholarship*

The children of Tecumseh and Eva Brayboy established this scholarship in 2000 to recognize and honor the values and beliefs of their beloved parents. The recipient of the Tecumseh B., Jr. and Eva Brayboy Endowed Memorial Scholarship will be a resident of North Carolina who meets all minimum University academic standards, is of proven financial need, is an athlete in good standing

on the baseball team, and a full time student. First preference shall be given to an American Indian athlete. One award shall be made and shall be paid half in the fall and half in the spring. The award can be made to a student in any year of study and is renewable.

Mac and Sylvia Campbell Endowed Scholarship

This scholarship was established by the Campbells to recognize a member of the men's basketball team and a member of the men's golf team at The University of North Carolina at Pembroke who have demonstrated talent, commitment, and integrity. The recipient shall be a full-time student athlete. The scholarship will be available to a member of the men's basketball team in years ending in an even number and to a member of the men's golf team in years ending in an odd number. The scholarship award shall be the interest accumulated from the principal and be awarded in full in the fall. Award shall not be based upon financial need and is renewable.

Jimmy Carroll Memorial Endowed Scholarship*

Established by parents and friends to honor the memory of Jimmy Carroll, a Lumberton High School athlete and life-long resident of Robeson County, this scholarship shall be awarded to an undergraduate student athlete who is eligible under NCAA academic requirements. Preference is given to a Lumberton High School graduate or, if none is available, a resident of Robeson County.

Sammy Cox Baseball Endowed Scholarship

This scholarship is provided annually to a qualified member of the UNCP Baseball Team. The student will meet University academic standards. The award is renewable on an annual basis.

Dr. Ed Crain Endowed Track & Field/Cross-Country Scholarship

The Donor wishes to establish this scholarship to honor the accomplishments and contributions of Dr. Edwin W. Crain. He contributed much to the success of the UNCP Athletic Program and its student athletes primarily as Track and Cross-Country Coach.

The recipient(s) shall be full-time student athletes who are eligible under NCAA academic requirements. The scholarship will be available to any member of the Track or Cross-Country Teams at UNCP. The award is available to students in any year of study. The scholarship award shall be a minimum of $250.00 and be awarded in full in the Fall. Award shall not be based upon financial need and is renewable.

Lacey E. Gane Athletic Scholarship

The scholarship was established by the friends of Lacey E. Gane in honor of his many accomplishments and contributions. He contributed greatly to the success of the UNCP Athletic Program as golf coach, basketball coach and athletic director.

The scholarship will be awarded to full-time student athletes who are eligible under NCAA academic requirements. The scholarship will alternate each year between golf and basketball. It is available to students of any year of study.

The Glenn/Haigmeier Endowed Scholarship

This scholarship was established in 2000 by Allan Glenn based upon his experience of support and assistance during his years as a student and athletic trainer at the University. It also honors the memory of his father, Mr. Raymond Haigmeier who devoted many years to officiating baseball at the University. This scholarship is designed to provide an opportunity for an athletic training student to have a portion of their education funded. Criteria for award of this scholarship include: the recipient of this scholarship shall be an undergraduate student at the University without regard to financial need, QPA, year of study or county/state of residence. One scholarship will be awarded half in the fall and half in the spring. The scholarship is renewable.

Willie R. Harris, Sr. Endowed Golf Scholarship

The scholarship has been established in memory of Willie R. Harris, Sr., a good friend of UNC Pembroke, ardent golfer, and former manager of Riverside Golf Course, Pembroke, N.C. The contributing founders of the scholarship were friends and relatives of Mr. Harris.

The scholarship is to be awarded annually to a qualified member of the UNC Pembroke

Golf Team. The decision to renew the scholarship will be made each year based on the student's performance and academic standing.

Willie D. Mayes, Jr. Memorial Endowed Wrestling Scholarship

The scholarship is endowed by the fellow students, teammates, realties, and fraternity brothers of the late Willie Mayes. The scholarship is awarded based on need to a rising sophomore, junior, or senior wrestler who most exemplifies Willie's leadership and determination.

Carl R. Peed Endowed Basketball Scholarship for Leadership

The Donor dedicates this scholarship to two great coaches and mentors, Lacey Gane (UNCP) and Charlie Bishop (Hamlet High School), and his former UNCP teammates, all of whom taught him the importance of teamwork and gave the Donor the skills to be successful in life beyond the court. This scholarship is to be awarded to the individual who best exemplifies the values that Coaches Gane and Bishop taught: trust, respect, responsibility, self-discipline, hard work, confidence, strong work ethic, and the will to always strive to win, even when faced with defeat.

The candidate shall be a player who makes a significant contribution to the UNCP men's basketball team who excels on the basketball floor, and who demonstrates leadership qualities not only on the basketball court—practice and games—but in day-to-day life around campus and in the community. Demonstrated leadership qualities include, but are not limited to, giving one's all and high moral and ethical standards as reflected by UNCP and its athletic program.

Candidate for award of this scholarship shall be a full-time student in the second semester freshman through senior year of study at The University of North Carolina at Pembroke maintaining the minimum university QPA. There is no restriction of residency or major. Demonstrated financial need may be considered.

Raymond B. Pennington Endowed Scholarship

The Donor wishes to honor the patriarch of the Pennington Family who served as Athletic Director, Baseball Coach, Golf Coach, Dean of Men and Chair of the Physical Education Department during his tenure at The University of North Carolina at Pembroke. The candidate for award of this scholarship shall be a full time undergraduate student in any year of study at The University of North Carolina at Pembroke and a member of the men's baseball team maintaining NCAA eligibility. The award shall not exceed $600 per year to one student. The award will be renewable pending available funds. The UNCP Baseball Coach and Athletic Director will conduct selection of the recipients.

Coach Mario and Elizabeth Poletti Memorial Scholarship for Service

The children of Coach Mario and Elizabeth Poletti wish to honor their mother and their father, who dedicated his life to teaching, coaching, and service to family, church, and community.

The scholarship is open to a UNCP football student-athlete in any year of study and is renewable. The recipient shall be a business major (or have an intent to study business if no major declared), have a minimum 3.0 QPA, be a full-time undergraduate student, and show a record of previous service to family, church, school, and community. Selection will be made by a committee appointed by the Dean of the School of Business and will include the current UNCP Football coach.

Nathaniel Powell Cross Country/Track & Field Scholarship

The donor wishes to promote the efforts of UNCP Cross Country/Track & Field. Nathan Powell was an outstanding performer for the UNCP Cross Country/Track & Field teams in the mid-late eighties. An All-District 26 performer and team member on multiple District Championship squads, Nathan still has one of the top 10 fastest cross country times in UNCP history (26:17/8K in 1986 at The Citadel Invitation). Nathan wishes to give back to the university that gave to him and provide assistance to a UNCP student-athlete.

Recipients must maintain NCAA eligibility and will be selected at the discretion of the Head Cross Country/Track & Field Coach.

Trina Riddle Endowed Scholarship for Women's Athletics

The Donor wishes to assist students at UNCP by establishing the university's first endowed scholarship designed specifically to enhance the women's athletic program. The primary requirement

for candidates for award of The Trina Riddle Endowed Scholarship for Women's Athletics shall be any female participating in varsity athletics at The University of North Carolina at Pembroke. All candidates must be full time undergraduate students in any year of study and maintaining at least the minimum university standard QPA in any field of study. There are no geographic stipulations associated with this award. The award will be made half in the fall and half in the spring. The award will be renewable if funds are available.

John W. (Ned) Sampson Endowed Men's Basketball Scholarship*

This scholarship was established by his family in honor of the many years of service of "Mr. Ned" (class of 1953 and Hall of Fame member) to Magnolia School as well as his contributions to the University. The scholarship is designed to assist deserving young athletes who might not otherwise realize the dream of a university degree. The scholarship is awarded annually to a basketball player, with priority given to a Robeson County resident.

William Molan "Big Mo" Strickland Memorial Endowed Scholarship*

The scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs through encouragement, advice and mentorship of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education Department earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

UNCP Alumni Soccer Endowed Scholarship

The scholarship was established to enable alumni, parents and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

MAYNOR HONORS COLLEGE/ UNCP MERIT SCHOLARSHIPS

Esther G. Maynor Scholarship

Born and raised in Robeson County, Esther Graham Maynor was the daughter of Duncan and Dovie Lowry Graham. She married Therod "Horse" Maynor. During WWII, Therod Maynor and Floyd Pike became friends and eventually business partners with Pike Electric in Mount Airy, NC. Pike Electric is the largest electrical contractor in the southeast. Therod passed away in 1967 and Mrs. Maynor stayed in Mount Airy.

Upon Mrs. Maynor's death, she left in her will that her Trust Estate, minus some specific distributions that she listed, be given to the Trustees of UNC Pembroke for the purpose of establishing the Esther G. Maynor Scholarship. The scholarship is to be awarded to students attending UNC Pembroke who are accepted to the Maynor Honors College and demonstrate financial need.

Beginning with the entering Freshman Class of Fall 2007, one full scholarship will be awarded to a freshman member of the Maynor Honors College. This scholarship will cover the cost of tuition, room and board, fees, and books. The scholarship is renewable for four years provided that the student remains in good academic standing and meets the requirements for continuation in the Honors College.

UNCP Merit Scholarhsips: Students qualifying for UNCP Merit Scholarships are selected on the basis of academic aptitude, achievement, motivation, and recommendation of the high school counselor. UNCP Merit Scholarships are offered for students accepted into the Maynor Honors College.

The following privately funded scholarships are offered under the UNCP Merit Scholarships:

Marion F. Bass Endowed Scholarship

This scholarship was established by Mr. Marion F. Bass, an alumnus of UNC Pembroke and

President of Marion Bass Securities Corporation of Charlotte, NC and New York. The scholarship is to be awarded annually to an academically gifted student accepted into the Maynor Honors College. The award will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Harry Hutchison Gibson Endowed Scholarship

The Gibson scholarship is to be awarded annually to an academically gifted student. It will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Gibson-MacLean Endowed Scholarship

This Chancellor's Scholarship was established by Dr. Hector MacLean and Dr. M. Carr Gibson of Lumberton, N.C. The scholarship is to be awarded annually to an academically gifted student accepted into the Maynor Honors College. The award will normally be renewed to the recipient as long as the student remains in good academic standing at the University. The decision regarding renewal will be made annually.

Joseph B. Oxendine Endowed Scholarship

This scholarship was established by Chancellor Emeritus Dr. Joseph B. Oxendine along with numerous friends and colleagues. Dr. Oxendine believes strongly in the importance of education and has devoted his career to students. The scholarship shall be awarded annually to an academically gifted student accepted into the Maynor Honors College. The decision regarding renewal shall be made annually.

AWARDS AND GRANTS

Ellen Hubbard Child Care Fund

The Donor wishes to provide financial assistance to single-parent families working toward degrees at UNCP with children in need of day care. The donor recognizes that parenting puts additional stressors, financial and otherwise, on parents, and therefore the fund is designed to encourage applicants to begin or continue educational pursuits by providing assistance with day care expenses.

The recipients of the award will be either new students with confirmed enrollment at UNCP or returning students. Applicants may include single-parent mothers or single-parent fathers with children currently enrolled in day care, or who will enroll children in day care upon the receipt of funds. There is no restriction of residency, major, status, or year of study; however, the recipients shall maintain a minimum 2.5 QPA. The Donor wants to encourage the pursuit of an education by providing financial assistance for applicants with the most demonstrated financial need and who are strongly motivated to obtain a college degree. The award is renewable as long as demonstrated financial need exists.

Lambda Chapter Teacher Grant-in-Aid*

ΔΚΓ as a society of educators is committed to continuous support for quality teaching. Lambda Chapter of the Delta Kappa Gamma Society International was chartered in April 1941 and has since that time offered a grant-in-aid to a prospective teacher. This grant is offered to a Robeson County resident in support of the continued need for quality education within its boundaries.

The recipients of the Lambda Chapter Teacher Grant-in-Aid shall be full-time undergraduate students in the senior year of study at UNCP with a major in Education. Recipients must be residents of Robeson County, North Carolina demonstrating financial need and maintaining a 3.0 QPA. The award will be made in the Fall and is non-renewable.

McMahon Achievement Award in Social Work

This award was established by Dr. Maria O. McMahon to further demonstrate her strong support for the efforts of the social work program at UNCP.

The cash award is given each year to a graduating minority social work student (Native American,

African American, Asian, or Hispanic) who has demonstrated outstanding service to the UNCP Social Work Program and community.

Martin H. Perry American Indian Studies Research Fund

The Donor contributed a gift to the University of North Carolina at Pembroke in the form of stock. Because this gift was prompted by the donor's love of North Carolina American Indian history, the stock will be sold and the proceeds given to the Department of American Indian Studies at UNCP.

In grateful appreciation of the donor's generosity, and to honor him, the Department of American Indian Studies shall establish a research fund and shall name this fund the Martin H. Perry American Indian Studies Research Fund. The fund, restricted to the Department of American Indian Studies, is to provide financial assistance to either a faculty member performing American Indian research, or a junior or senior majoring in American Indian Studies, maintaining a 3.0 QPA, and performing American Indian research.

Purnell Swett Endowed Teaching Fellows Award*

This award was established by the Robeson County Indian Education Parent Committee in honor of Purnell Swett. Mr. Swett was the Robeson County School Superintendent from 1977 to 1989.

An annual cash award will be given to each of two outstanding American Indian students completing teacher education certification requirements. The recipients must make a two year commitment to teach in the Public Schools of Robeson County.

The Young Native American Artists Grant

This award was established in 2001 by Sun and the Moon Productions, Inc. to help students in need to complete their education. Candidates for this award will be full time students majoring in any modality of the arts. The candidate, preferably a tribally registered Native American, may be in any year of study and maintaining a 3.5 QPA. Awards will be made in the spring semester.

UNC PEMBROKE
2005-2006 TITLE II REPORT

The UNC Pembroke 2005-2006 Title II institutional report showed that 100% of the student interns being recommended for teacher licensure passed the Praxis II specialty area examination. Eighty-four regular and licensure-only student interns were in programs of supervised teaching. Each student intern was required to complete a full semester, or 640 hours, of supervised student teaching. A 1:5 university supervisor/student intern ratio was implemented.

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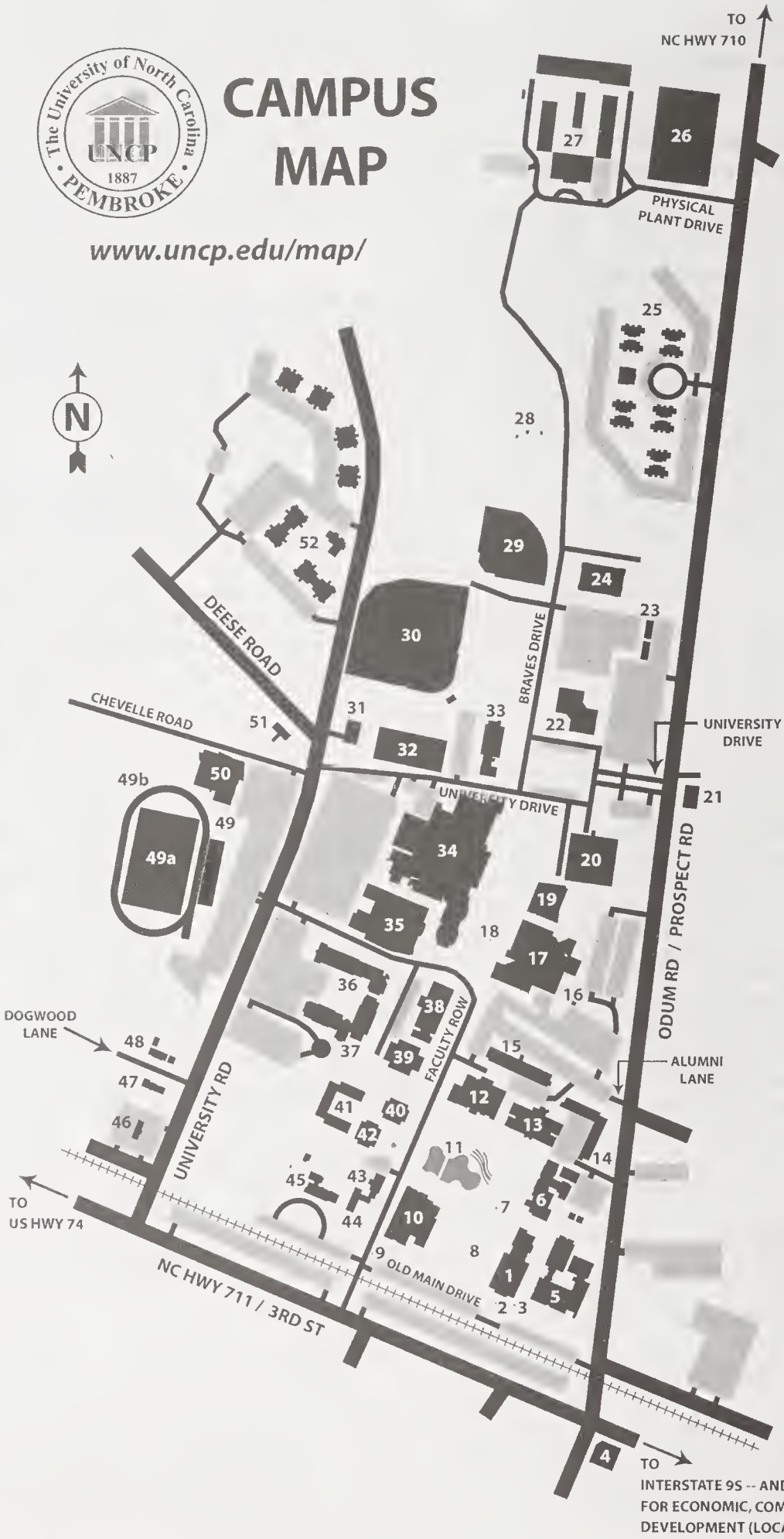
CAMPUS MAP

www.uncp.edu/map/



MAP KEY

1 Old Main
2 Arrowhead
3 Statue of Hamilton McMillian
4 Thomas Entrepreneurial Center
5 Oxendine Science Building
6 Moore Hall
7 Lowry Bell Tower
8 The Quad
9 Information Kiosk
10 Livermore Library
11 Water Feature and Amphitheatre
12 D.F. Lowry Building
13 Locklear Hall
14 Jacobs Hall
15 Wellons Residence Hall
16 ATM
17 Chavis University Center
18 Tommy Statue
19 University Center Annex
20 Givens Performing Arts Center
21 Baptist Student Union
22 Dial Humanities Building
23 Mimosa and Sirius
24 Sampson Hall
25 University Village Apartments
26 Soccer Field
27 Pinchbeck Maintenance Building
28 Outdoor Education Center
29 LRA Field (Softball)
30 Cox Field (Baseball)
31 ROTC
32 Tennis Courts
33 Lumbee Hall
34 Jones Athletic Center
35 Business Services Building
36 Oak Residence Hall
37 Pine Residence Hall
38 Business Administration Building
39 Education Center
40 North Residence Hall
41 West Residence Hall
42 Belk Residence Hall
43 Student Health Services
44 Nursing Building
45 Chancellor's Residence
46 West Office Building
47 Dogwood Building
48 Office of International Programs
49 Belk Athletic Complex
  49a Lumbee Bank Field
  49b Taylor Track
50 Caton Football Field House
51 Lowry Guest House
52 University Courtyard Apartments

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